

**NLWJC - Kagan**

**DPC - Box 072 - Folder-011**

**[Make the Right Call Kit]**



**make**  
**the right**  
**call**  
EMERGENCY MEDICAL SERVICES

**EMS In Medical Emergencies**

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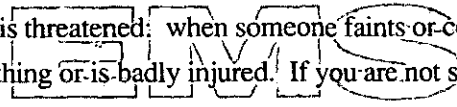
**DO YOU KNOW WHAT TO DO IF SOMEONE IS BADLY INJURED OR SUDDENLY BECOMES SICK? YOU SHOULD. JUST KNOWING HOW TO CALL FOR HELP IN AN EMERGENCY CAN HELP SAVE A LIFE. TAKE A FEW MOMENTS TO READ THIS INFORMATION. SHARE IT WITH YOUR FAMILY AND FRIENDS. KNOW HOW TO MAKE THE RIGHT CALL—WHO TO CALL FOR HELP, WHEN TO CALL AND WHAT TO DO UNTIL HELP ARRIVES—IN MEDICAL EMERGENCIES.**

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## **CALL EMS IN EMERGENCIES ONLY**

**W**hen you think someone is badly hurt or suddenly sick and in danger, call EMS immediately. EMS stands for emergency medical services. One call connects you with a whole emergency medical team—emergency dispatch operators, emergency medical technicians, paramedics, physicians and nurses—who are specially trained to handle these situations.

Call EMS when you think someone's life is threatened: when someone faints or collapses, has persistent chest pain or difficulty breathing or is badly injured. If you are not sure if it is an emergency, *do* call EMS.



INFORMATIONAL PAMPHLET

## **DON'T CALL EMS FOR NON-EMERGENCIES**

Going to a doctor's appointment, getting a scraped knee bandaged or filling a prescription do not require professional EMS assistance. But calling EMS in non-emergencies does tie up the system and make it harder for EMS personnel to do their job—responding to serious emergencies.

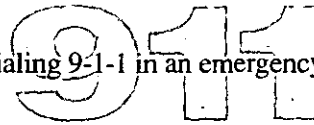
Again, if you're not sure if it's an emergency, *do* call EMS.

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## **KNOW YOUR LOCAL EMERGENCY TELEPHONE NUMBERS**

You may know your local Emergency Medical Services as the ambulance service, the rescue squad, the fire department, the paramedics or 9-1-1. What's important is to know *how* to contact them for help.

In communities that have a 9-1-1 system, simply dialing 9-1-1 in an emergency connects you to EMS, the police and the fire department.



Other areas have separate phone numbers to call for medical, police and fire emergencies. Find out what they are and keep the list of emergency numbers by your telephone. In an emergency, every second counts. Don't waste time looking for the correct phone number, have them handy.

## **WHEN TO CALL AN AMBULANCE**

When should you call an ambulance instead of driving to the emergency department? Ask yourself the following questions:

- Is the victim's condition life-threatening?
- Could the victim's condition worsen and become life-threatening on the way to the hospital?
- Could moving the victim cause further injury?
- Does the victim need the skills or equipment of paramedics or emergency medical technicians?
- Would distance or traffic conditions cause a delay in getting the victim to the hospital?

If the answer to any of these questions is "yes" or if you are unsure, it's best to call an ambulance. This is true even though you can sometimes get to the hospital faster by driving than by calling an ambulance. Paramedics and emergency medical technicians communicate with the physician in the emergency department by radio. They are trained to begin medical treatment on the way to the hospital. This prevents any delay that could occur if the patient is driven to the emergency department. The ambulance can also alert the emergency department of the patient's condition in advance.

If you live in a community with a single emergency number, calling for help is easy. Just dial 9-1-1. If your community does not have the 9-1-1 emergency number, keep the numbers of the fire, police, and emergency medical services near your telephone. When you call for help, speak calmly and clearly. Give your name, the address, phone number, location of victim (such as upstairs in the bedroom), and nature of the problem. Don't hang up until the emergency operator tells you to. They may need additional information or need to give you instructions.

*Information on when to call an ambulance provided by the American College of Emergency Physicians*

## KNOW WHAT TO SAY

The information you give the emergency dispatch operator helps EMS help you.

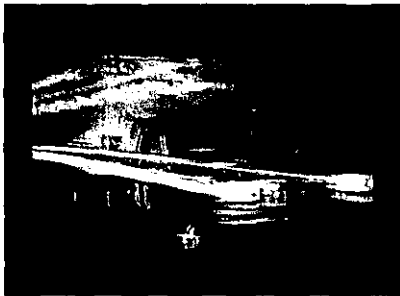
Stay calm, speak clearly, and stay on the phone until the emergency operator tells you to hang up.

Tell the emergency dispatch operator **where** to find the person needing emergency care, **who** is hurt or sick, and **what** happened. The emergency operator will also need to know what condition the victim is in and if any help is being given.

Give the exact location of the emergency. Point out any landmarks—nearby intersections, bridges, buildings—that will help the ambulance driver find you. And leave your name, address, and telephone number in case the emergency operator needs to get back in touch with you.

## KNOW WHAT TO DO UNTIL HELP ARRIVES

You've called for help. The ambulance is on the way. What do you do while you wait?



If the emergency operator gives you specific instructions, remember them and carry them out. *Don't* move someone who is injured unless they are in danger. *Do* try to keep them as warm and comfortable as possible. If someone else is with you, send them to meet the ambulance. Make it easy for the ambulance driver to spot you by turning on a porch light or marking your location with a flare or bright cloth.

## MEET THE EMS TEAM

**Emergency Dispatch Operators** answer emergency calls, obtain the who, what and where information, and send help on the way.

**First Responders** are usually police officers and firefighters who are first to arrive at the emergency scene. They assist emergency victims until EMS arrives, and are often trained as EMTs or paramedics.

**Emergency Medical Technicians**, or EMTs, have various levels of training. Some EMTs drive the ambulance, assist with rescues and perform basic emergency care. Other EMTs are emergency dispatch operators who send ambulances and emergency vehicles to the emergency scene.

**Paramedics** are EMTs with the highest level of training. They perform medical procedures at the scene of the emergency or in the ambulance on the way to the hospital. Using a radio to communicate, paramedics often get instructions from physicians.

**Emergency Nurses** are specially trained to help and treat emergency patients. They are the first contact at the emergency room; they meet the ambulance, get the patient's medical information and arrange for the doctor to see the patient.

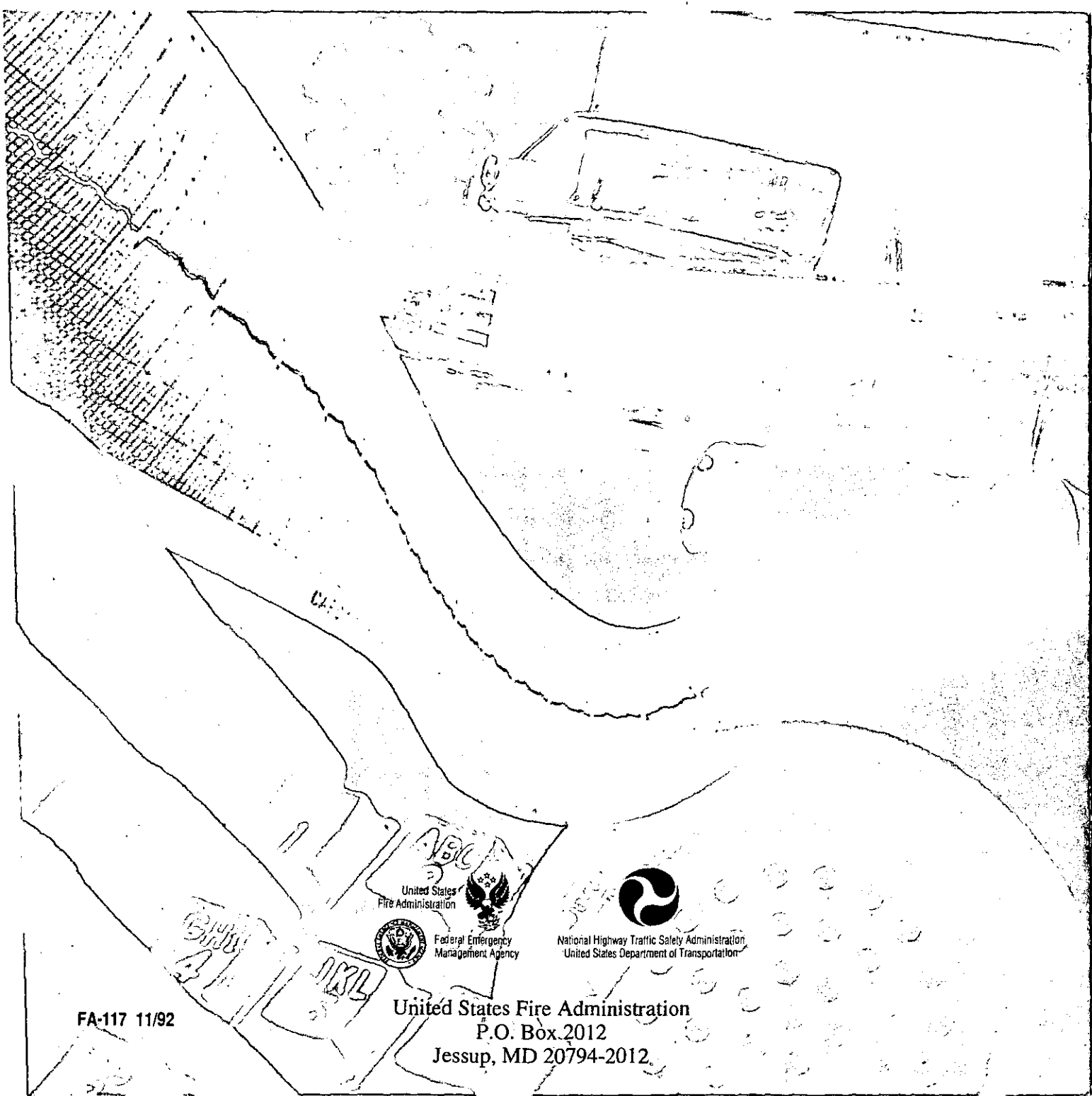
**Emergency Physicians** are doctors who specialize in treating people who are seriously injured or who have become sick very suddenly, such as heart attack victims.

**For more information write to:**

**Federal Emergency Management Agency**  
P.O. Box 2012  
Jessup, MD 20794-2012

**FA-117E, 11/92**





FA-117 11/92



United States Fire Administration  
P.O. Box 2012  
Jessup, MD 20794-2012

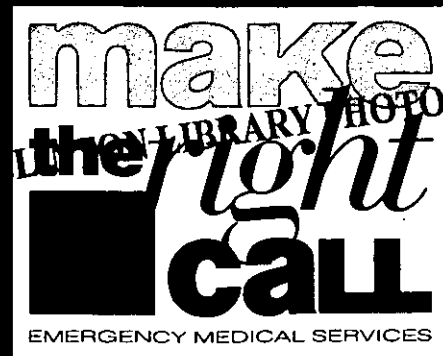
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# Classroom

Getting prepared

Overview and sample  
presentation

Activities and handouts



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**T**eaching children to *make the right call* in medical emergencies is important. The information presented in this program enables kids to respond appropriately in emergencies, and it can help decrease the likelihood of misusing emergency medical services (EMS).

Because emergency medical systems are relatively new—most EMS systems are less than 20 years old—many Americans are not sure how EMS works and when it is appropriate to access the system. This is true for children as well as adults. By teaching children about EMS, we hope to increase their awareness of EMS and help them become responsible users of the system.

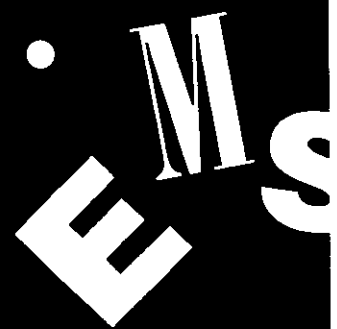
The *Make the Right Call* campaign for children was developed in response to requests by EMS educators for assistance in teaching elementary-school age children about EMS. The campaign is sponsored by three federal agencies, the Federal Emergency Management Agency's United States Fire Administration, the U.S. Department of Transportation's National Highway Traffic Safety Administration, and the U.S. Department of Health and Human Services' Maternal and Child Health Bureau, each of which has seen the benefits of early childhood education influencing safer behavior later in life.

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"Kids' attention spans are like TV remote controls. If you don't grab their interest in ten or fifteen seconds, they change channels or tune out. That's why animated, multi-media presentations are the most successful with young audiences."

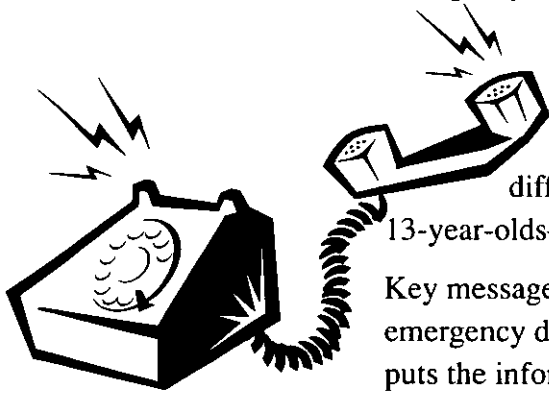
John Sinclair  
Division Chief  
District Nine  
Pierce County Fire Protection  
Puyallup, WA



# Kids and EMS

## **KIDS CAN MAKE THE RIGHT CALL, TOO**

The EMS classroom program was developed to provide children with life-saving information. Helping kids learn to make the right call in a medical emergency—or non-emergency situation—is its primary purpose.



You may be familiar with the *Make the Right Call* program materials for general audiences.

Although the messages are similar, this program's presentation differs somewhat. It targets the "MTV generation"—savvy 10-to-13-year-olds—audiences reared on special effects, fast cuts and quick action.

Key messages emphasize when to call EMS, how to call, what to tell the emergency dispatcher and what to do while help is on the way. The program puts the information into kids' language and appeals to their way of learning. Presenting this program to students can be fun for them—and fun for you, too.

### **Think of yourself as a "coach"**

Gone are the days of learning solely by classroom lectures. According to today's leading educators, kids learn through doing and by getting involved—even by being entertained.

Think of your role in the classroom as a "coach," not a lecturer. Talking to kids on their level works. Remember, this is not a civic club luncheon.

Since you'll be a special guest, students will anticipate your presentation. Your presence is a break in routine so their interest will be high. Your job is to tap that interest and keep the momentum going. Give students active parts in your presentation; make them "stars." Help students remember key messages by introducing activities that will enable them to creatively apply what you taught. This kit provides several interactive activities you may want to implement or use to generate ideas of your own.

### **INCLUDE EMS FACTS ABOUT YOUR COMMUNITY**

- How children help save lives by calling 9-1-1
- How many calls your EMS unit answers in a typical day
- How fast EMS units get to the scene
- Interesting facts about EMS training

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# School Presentations Require Preparation

## HOW TO GET A FOOT IN THE SCHOOL DOOR

Giving a classroom presentation about EMS and how to use the system is a great idea—you can reach many children with valuable information. However, many other credible organizations are vying for the same classroom time to present their messages, especially in large school districts. Getting a foot in the door in smaller suburban or rural school districts may be easier. Either way, you need to go through the proper channels and be prepared with a presentation proposal or plan.

### *Go to the Superintendent's or Principal's office*

Your school district superintendent's or principal's office is a good place to start. Call or write to explain your idea and purpose of the presentation.

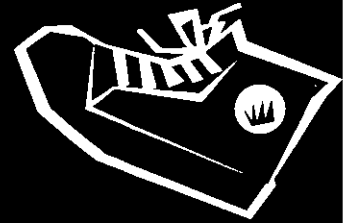
Chances are, you'll be sent information describing the state-mandated curriculum and asking for a written proposal. Or you'll be asked to schedule a meeting to present your idea in person.

You may meet directly with the superintendent, the school principal or be asked to join a teachers' meeting. The purpose is for them to hear your proposal and determine how it fits the school's needs before approval is granted. The approval process can take several months, so start early in the school year or during the summer.

If a written proposal is required, include a lesson rationale, key messages and behavioral goals that will be addressed (refer to Presentation Overview, page 5). And, if required, describe specific curriculum requirements your presentation will meet.

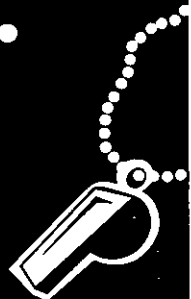
Approaching a school to arrange a guest presentation is not always so formal. However, in every situation, you'll need to be able to explain your presentation's topic, purpose and objectives in clear terms.

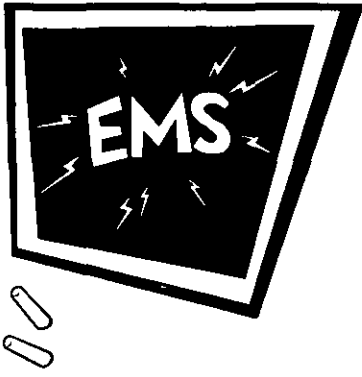
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"Schools welcome outside programs that help fulfill curriculum needs. But to get invited to do a special presentation takes preparation. It helps to have a good program plan...one they can't turn down."

Martha Worth  
Public Education Specialist  
Huntington Beach Fire  
Department  
Huntington Beach, California





### TIPS FOR CLASSROOM PRESENTATIONS

- *Keep it simple. Don't try to pack too much into one presentation.*
- *Share the spotlight. Ask questions that get students involved.*
- *Tell stories. Illustrate your points with examples to which kids can relate.*
- *Know your audience. Kids like to think of themselves as cool and sophisticated, so should you.*
- *Know your stuff. Being comfortable with your material will keep your presentation on track.*
- *Relax and have fun. The students will pick up on your attitude and have fun too.*

*Captain Larry Nielsen  
Phoenix Fire Department  
Nielsen leads "Tiller & Friends," a life-safety education troupe that uses educational characterization and coined the phrase "fun in learning."*

### **Do your homework before class**

Preparation for any type of public speaking takes planning and practice. The same goes for giving classroom presentations. Kids can be a challenging audience—so do your homework.

First, check with the school principal or host teacher to find out how many students are in the class and how long your presentation should last. Generally, classes of 20 to 30 students are the norm—and presentations should not exceed 45 minutes. (Attention starts to wane after the 45-minute mark.)

Whether you use the sample presentation and activities provided or develop your own, make sure you cover the program's key messages and objectives. Teach kids when, how and what to do to get emergency medical help on the way.

Localize your talk by using recent EMS-related events in your community. For example, perhaps students will remember when the mayor was involved in a car crash and had to be taken to the emergency room for X-rays. Use the story to start a discussion about what EMS does and how important quick response is in medical emergencies.

And practice your presentation—in front of your colleagues or family. You'll be more relaxed in the classroom.

### **Involve the teacher in the presentation**

Before the day of your classroom presentation, enlist the teacher's help to distribute a letter for students to take home to their parents. The letter should announce the program, its purpose and encourage parents' support and cooperation. It should urge parents to participate in the take-home activities you'll be giving to their children.

For extended lesson plans on EMS and medical emergencies, let the classroom teacher know you can provide additional activities they may implement after the presentation. These activities are described on page 18 and may be photocopied to leave with teachers.

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# Presentation Overview

## **MAKE THE RIGHT CALL: RATIONALE FOR CLASSROOM PRESENTATIONS**

### *Challenge*

When children do not understand how and when to use the EMS system, they can make inappropriate calls. These calls can tie up emergency lines, cause EMS units to respond to non-emergencies and interfere with or delay EMS response to real emergencies. Children can also be unsure whether something is an emergency so they may be afraid to call; sometimes children are taught to tell a parent before calling emergency numbers.

### *Purpose*

The primary objective of classroom presentations is for students to gain clear understanding of EMS and how and when to make the right call in a medical emergency.

### *Messages*

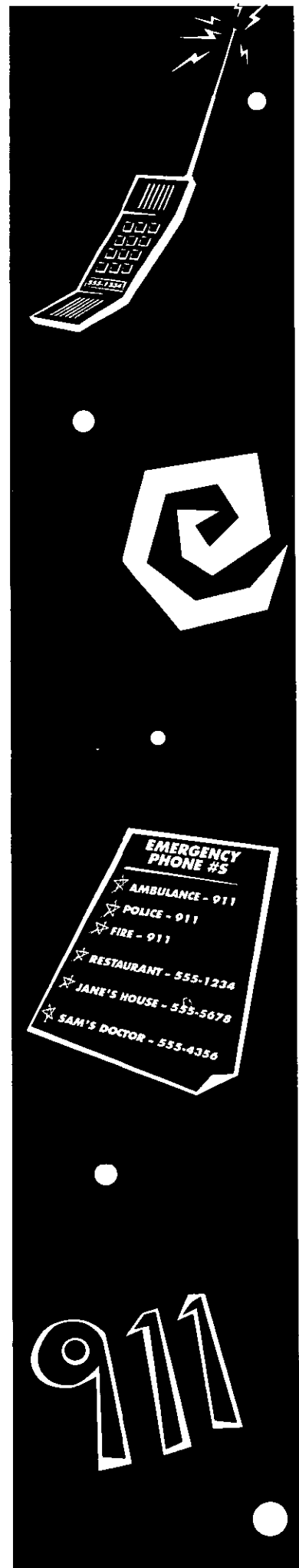
The classroom presentation and activities convey four specific EMS messages to students:

- What and who EMS is—the people and role of EMS in the community
- When to call EMS—identifying true medical emergency situations
- How to call EMS and what to say—knowledge of emergency numbers and appropriate responses to the emergency dispatcher's questions
- What to do until help arrives—ways to help while bystander/caller waits for EMS to arrive

### *Safety, health and personal growth goals*

The purpose of this presentation is to enable students to distinguish life-threatening emergencies from non-emergencies; take appropriate action in an emergency situation; memorize or post emergency numbers near home phone; communicate effectively with the emergency dispatcher; and take appropriate action while waiting for emergency help to arrive.

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## **Presentation**

The presentation emphasizes key EMS messages through a video, hand-outs, role plays and game activities. It consists of four parts.

- Part 1. The presenter introduces EMS and its role in the community (Message #1) and leads students in activities that help them recognize medical emergencies (Message #2).
- Part 2. The videos are shown to the class, immediately followed by an interactive quiz that stresses key points.
- Part 3. After the videos, the class will discuss how to call for help and what the emergency dispatcher will need to know to get help on the way (Message #3). The presenter will brief students on how they can help until EMS arrives (Message #4). Students can practice appropriate actions to take in an emergency situation through a role play activity.
- Part 4. To summarize and emphasize key points, the entire class will participate in a fast-paced game that requires knowledge of EMS messages to win. Presenter will distribute take-home handouts for students to share with their families.

## **Sample Presentation**

Following is a sample classroom presentation including key discussion points and activities to enhance student learning. Should you choose to develop your own presentation, be sure to thoroughly cover each of the four program messages outlined below.

### **PART ONE**

Introduce yourself. Thank the students for inviting you to their class and explain what you'll be talking about. For example, "Today we're going to learn when and how to make the right call in medical emergencies...and why it's so important. We've got a lot to do...watch a video, do some acting and finally, play a game that will take everything we talk about to win. I'll also need your help answering some questions and giving examples. So let's get started."

The logo consists of the letters 'EMS' in a bold, black, sans-serif font. The letters are arranged in a slightly overlapping, staggered manner, with the 'E' on the left, the 'M' in the middle, and the 'S' on the right. The 'M' is positioned slightly higher than the 'E' and 'S', creating a dynamic, three-dimensional effect.

**Message #1: What and who EMS is (approximately 5 minutes)**

You can break the ice and get students involved in the discussion by asking questions.

Start by writing “EMS” and “911” on the board and asking if anyone knows what EMS means, who EMS is and how EMS gets to the emergency scene. You can write the student’s responses on the board to reinforce the messages or show cut-out pictures (or computer-generated graphics) of a fire engine, police car, ambulance and helicopter.

Grade school students pay attention better and learn more if they are asked questions than if they simply listen to an adult lecture to them. Kids are usually eager to tell stories about when they saw an emergency, called 9-1-1 or helped a victim. Take advantage of this by asking if anyone has ever been involved in an emergency, taken to the hospital or called 9-1-1 for help. Let a few students tell their stories.

You want to leave the students with the messages “make the right call” and “don’t guess, call EMS.” Start using each phrase in your discussions with the students and have them repeat them back to you. They’ll have fun seeing how loud they can yell “*Make the Right Call.*”

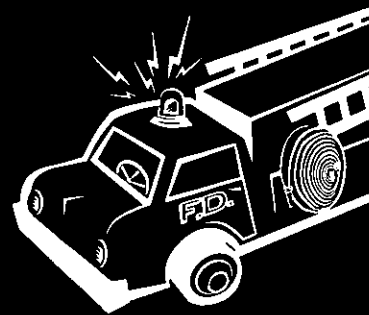
**DISCUSSION POINTS**

- There are different kinds of emergencies: fire, police and medical. Today, we’re focusing on medical emergencies.
- EMS stands for Emergency Medical Services. EMS units help people who are sick or injured and get them to the hospital quickly and safely.
- One call connects you with a whole emergency medical team—emergency dispatchers, first responders, emergency medical technicians, paramedics, physicians and nurses. The team is specially trained to handle medical emergencies.
- EMS responds in ambulances, fire trucks, police cars and even helicopters.
- Bystanders are part of the team too. If **you** don’t call, EMS can’t help.

**CLINTON LIBRARY PHOTOCOPY**

“Kids should think of learning as fun. Go over the messages you want them to learn. Then have the kids do an activity that lets them apply the messages in a creative way. They learn by doing.”

Lauren Palmer  
Teacher  
Covington, Kentucky



**Message #2:** *When to call, emergencies versus non-emergencies*  
(approx. 8 minutes)

*Make the Right Call* "Emergency Or Non-Emergency?" Headlines

Help students focus on medical emergencies and distinguish situations that call for EMS help from those that don't by using real-life examples.

Show students several newspaper headlines describing emergency medical situations to start the discussion. Hold each up and read it aloud. Ask the class if they think the situation was a real medical emergency or not. After the students answer, ask them to explain why a certain situation is an emergency or not. Be sure to point out that when in doubt, "don't guess, call EMS."

If you do not have good examples from your local newspaper, use the following sample headlines:

CHERRYDALE RESIDENT STRUCK BY LIGHTNING DURING MAY DAY PARADE

Ice Storm Takes Springfield Residents by Surprise

Carroll Lake Opens to Record Crowds

Three-Car Pileup Delays Commuters

**Opening Day at Carroll Lake Means Sun, Heatstroke for Many**

Cherrydale May Day Parade Postponed Due to Rain, Sleet

THREE AREA YOUTH RECOGNIZED FOR RESCUE

**Firefighters Rescue Cat from Tree**

Swim Team Captain Injured During State Finals

New Fire Station Opens Downtown

Schools Close for Two Days Due to Snow



#### **DISCUSSION POINTS**

- People need help in real medical emergencies; often their lives depend on it.
- Medical emergencies are when you believe someone's life is in danger or they are in serious trouble. Some examples include: when a person suddenly collapses, has chest pain (could be a heart attack), has trouble breathing, has a seizure, is injured seriously or in a car crash, emergency childbirth, or serious burn, etc.
- Many times, people can treat themselves properly without EMS. These are non-emergencies. Some examples include: a minor cut or scrape, a bad cold, a minor bloody nose, a toothache or a minor burn.

- Some people misuse the system. They call for the wrong reasons. Examples include calling when the electricity goes out, to rescue a pet, on a snow day, to get to a doctor's appointment or making prank phone calls. (Add a local example if you are having a particular problem.) Tell the class that in some areas there are computers that trace all calls to 911 and give the dispatcher the name, address and phone number of the caller. The dispatchers will be able to call back if a prank caller hangs up after dialing 9-1-1.
- These calls tie up EMS units. That means EMS may not be available to respond to a real emergency.
- When you're unsure if it's an emergency or not, call for help. Use the "Don't guess, call EMS" phrase to get this point across. Reassure kids not to be afraid to call.

## **PART TWO**

### *Using the video*

There are two *Make the Right Call* videos available to use during your presentation on EMS:

#### ***Make the Right Call general audiences video***

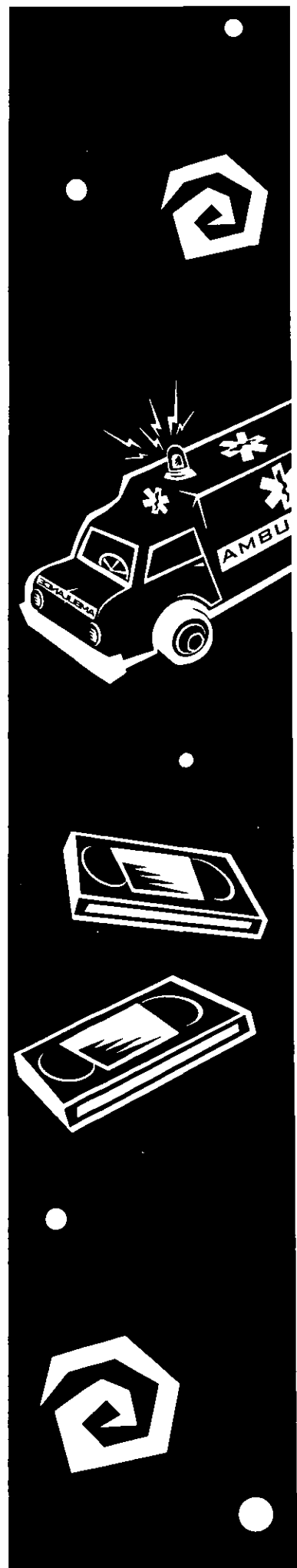
This six-minute video features an introduction by William Shatner, and a 30-second public service announcement. Viewers are shown two simultaneous emergencies from the emergency dispatcher's point of view. An EMS professional then shows viewers how to prepare for emergencies and how to get help.

#### ***Make the Right Call children's video***

This seven-minute video features Matthew Jacobs, a nine-year old from Bloomington, Indiana, who was shown the *Make the Right Call* general audiences' video at school. The next day he and his father witnessed a motorcycle crash and Matthew knew how to help the victim by covering him with a blanket and calling 9-1-1. The segment on Matthew originally aired on Fox Television's *Not Just News Show*. The video also features a musical segment performed by *Tiller and Friends and the Firehouse Five*, eight firefighters from Phoenix, Arizona, who produce songs and shows for children about many life safety topics. Two 30-second public service announcements are also included on this tape.

The free *Make the Right Call* videos are available by writing to:  
*Make the Right Call* campaign, 1901 L Street, NW, Suite 300, Wash., DC 20036.

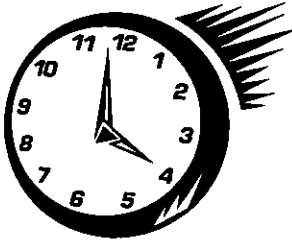
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### **PART THREE**

*Message #3: How to call and what to say (approximately 3 - 4 minutes)*

#### **DISCUSSION POINTS**



- Every second counts, don't waste precious time. Know how to call for help.
- Call 9-1-1. (Presenters in communities that don't use the 911 system should explain the appropriate number(s) students should know.)
- Post 9-1-1 (or your local EMS/emergency number) near your phone at home along with your address and other important numbers you may need in a hurry.
- Be ready to tell the emergency dispatcher: 1) where you are, give the exact address and cross street, if possible, 2) what happened and what condition the person who needs help is in, 3) what help is being given, 4) your name and the number you're calling from. Have the students repeat "Who, what and where" to reinforce the information.
- Stay on the line until the emergency dispatcher tells you to hang up.
- Calmly answer all the emergency dispatcher's questions to get help on the way faster.

*Message #4: What to do until help arrives (approximately 2 minutes without activity)*

- There are three things you can do to help the injured person while you wait for help to arrive: 1) stay calm and reassure the patient that help is on the way, 2) do what the emergency dispatcher tells you to do, 3) make the patient as comfortable as possible but don't move him or her.
- Make sure the EMS unit can find you easily—send someone to meet them, turn on the porch light or put out a marker such as a bright cloth.

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### Activity, Role Play

Asking for volunteers to act out appropriate emergency action is a good way to reinforce all the things the students should do in an emergency. By now, the entire class should be able to practice what they've learned: how to call for help, what to tell the dispatcher and what to do until help arrives.

Ask for four volunteers to act out an emergency situation, assign roles of patient, caller, emergency dispatcher, EMS responder. Quickly explain the emergency scenario and what each "actor" is supposed to do. Place the patient and caller across the room from the dispatcher and EMS responder.

Give the student playing the emergency dispatcher a list of questions to ask—he or she should be able to repeat the information to the EMS responder to get help on the way. While the EMS responder is en route, the caller should act out the steps to take while waiting for help to arrive. These questions can be written on index cards and given to each actor. The skit ends once the EMS responder arrives.

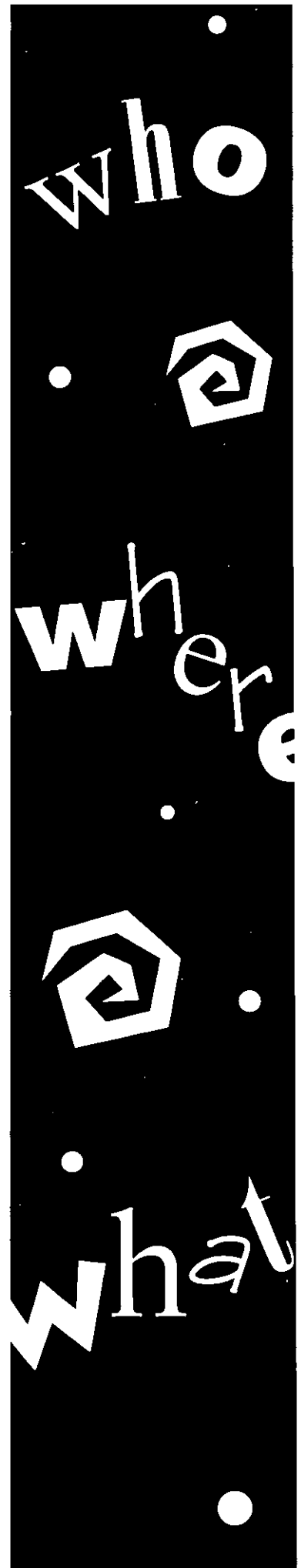
This activity can also be adapted for teachers to do as a follow-up or rainy day activity. Split the class up into teams of four and ask them to create their own emergency scenario which they will act out for the class. The teacher can ask questions about the emergency afterwards.

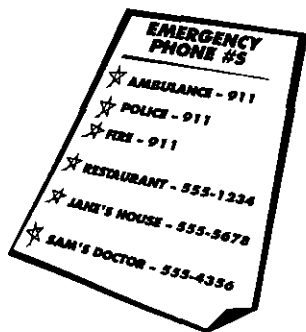
### Role Play: *emergency scenario*

Give one student the role of grandparent, while the other plays himself.

It's Sunday afternoon, you're at your grandparent's home. You're helping clean out the garage when your grandparent suddenly complains of chest pains and sits down. What happens next?

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#### EMERGENCY NUMBERS LIST FOR THE PHONE AT HOME

Help younger students learn their emergency numbers by asking them to create their own emergency number list to post by the phone at home. By doing so, the students will gain ownership of their work—and want to share it and what they learned with other family members.

(See the emergency numbers take-home sheet on page 19 for an example. Students completing this activity could take home the photocopied list provided.)

#### Role Play: caller's and emergency dispatcher's script

■ *Emergency Dispatcher:* “Hello, 911 (or name of town if no 911 service). What is your emergency?”

*Caller:* “Please hurry. My grandfather needs help.”

■ “Where is your grandfather?”

“He’s here at home. Here’s the address, by the phone. 117 Shady Lane.”

■ “What number are you calling from?”

“It’s written on the phone, 555-4312.”

■ “What’s wrong? What is the problem?”

“He says his chest hurts a lot; he thinks it’s a heart attack.”

■ “Is your grandfather awake?”

“Yes.”

■ “Can he breathe?”

“Yes, but he’s having a hard time breathing.”

■ “Is there anyone else helping him?”

“No, just me.”

■ “What happened?”

“We were cleaning out the garage and he got chest pains and had to sit down on the floor.”

■ “Okay, help is on the way. Stay calm and don’t move your grandfather or let him get up. I’ll stay on the phone with you until EMS arrives.”

As a bridge from the role play to the game, ask the other students how they thought the actors did, “Do you think you did well? Where is there room for improvement? Are the rest of you ready to put your knowledge to the test?”

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## PART FOUR

*Make the Right Call* game (10 minutes or remaining class time; the team with the most points when time is up, wins).

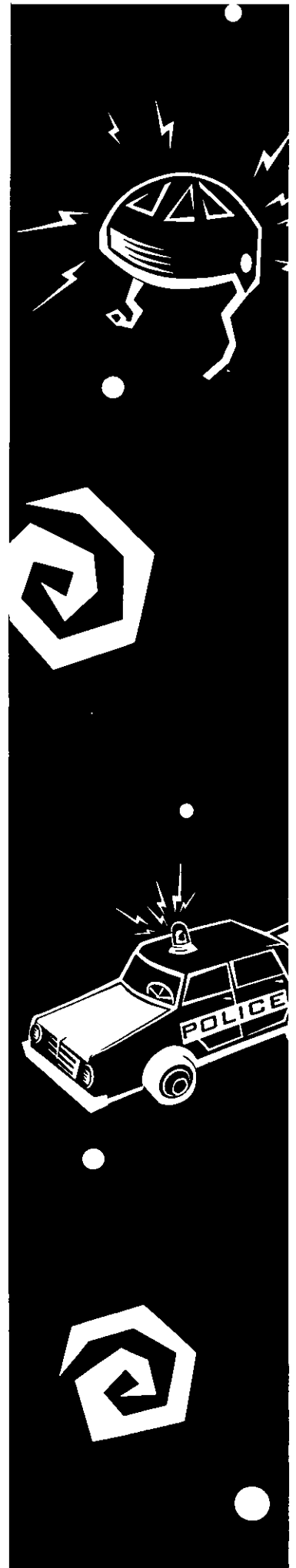
To reinforce key messages, summarize presentation messages and involve entire class in an activity that lets them apply what they have learned.

- Divide the class into teams.
- Explain how to play the game and score points. The students answer questions from four categories including:
  - ▶▶ Who and what EMS is
  - ▶▶ When to call
  - ▶▶ How to call and what to say
  - ▶▶ What to do until help arrives
- Write the categories on the board for the class. The questions in each category relate to topics covered during the presentation. For example, two questions under the **WHEN TO CALL** category may be: True or false, you should call 9-1-1 when your sister has a bad cold (false). Another may be: True or false, call EMS when you think someone is in a life-threatening situation (true). Student teams have five seconds to confer and answer. For easy tallying, each question is worth five points—assign a student or the teacher to keep score and time. You play the host, calling on the teams and asking the questions. The team who makes the most right calls and earns the most points wins. If there is a tie, congratulate the class for their correct answers.
- Consider giving the winning team a special prize, such as stickers or badges printed with a *Make the Right Call* logo.

### Presenter's Q&A

A Q&A sheet is provided for you to refer to during the game. For example, if a team chooses Question Two under the category of “WHEN TO CALL”, locate it on your Q&A sheet and read Question Two aloud. If the team gives the wrong answer the question number stays on the board so another team may choose it. When the correct answer is given, erase the number so it can't be chosen again. When all the questions under a certain category have been chosen and answered correctly, cross out that category on the board.

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### ***Make the Right Call, Presenter's Q&A***

Ask teams to pick a category and a number. Read the corresponding question for the team to answer.

#### **Message: Who and What EMS is**

*Question 1:* What does EMS stand for?

*Answer 1:* Emergency Medical Services.

*Question 2:* Choose one answer...Calling 9-1-1 (or the local emergency number) connects you to a basketball team, a team of scientists, an emergency medical team.

*Answer 2:* An emergency medical team.

*Question 3:* True or false...Firefighters are on the emergency medical team.

*Answer 3:* True.

*Question 4:* Choose one answer...When you call EMS, who answers the phone—a fire chief, a medical doctor, or an emergency dispatcher?

*Answer 4:* An emergency dispatcher answers emergency calls.

*Question 5:* What types of vehicles can respond to a call to EMS?

*Answer 5:* Emergency medical personnel could respond in an ambulance, fire truck, police car or even a helicopter.

#### **Message: When to Call EMS**

*Question 1:* True or false...You should call EMS when you're coughing and sneezing with a bad cold.

*Answer 1:* False—only call EMS in true emergencies.

*Question 2:* True or false...if you're unsure if it's an emergency or not you should call your parents to find out.

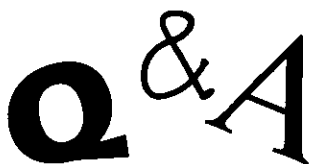
*Answer 2:* False—call EMS if you're unsure whether you have an emergency. Then you can call your parents.

*Question 3:* Fill in the blank...Always call EMS when you think someone's life is \_\_\_\_\_.

*Answer 3:* Call EMS when someone's life is in *danger*.

*Question 4:* Give two examples of true medical emergencies.

*Answer 4:* Examples may vary; the presenter should determine whether or not the team answers correctly.



#### **TAKE-HOME WORKSHEETS**

Before you leave the classroom, tell the students you have left take-home worksheets (information sheet/quiz, phone number list) for the teacher to distribute. Many teachers prefer to hand these out at the end of the school day. Challenge students to take the quiz with their parents, fill out their emergency number sheet to post by their phone and discuss with their family what to do in an emergency.

**Message: How to Call & What to Say**

*Question 1:* In an emergency every second counts. Where should you keep emergency numbers?

*Answer 1:* Keep emergency numbers by the phone.

*Question 2:* What number should you dial to call for emergency medical help?

*Answer 2:* Call EMS at 9-1-1 or the local emergency number.

*Question 3:* True or false...Always scream and yell when you call so the emergency dispatcher knows you're serious.

*Answer 3:* False. Stay calm and talk slowly so the emergency dispatcher can understand you.

*Question 4:* Fill in the blank...the emergency dispatcher needs to know where to send help, who is hurt and what \_\_\_\_\_.

*Answer 4:* And what *happened*.

*Question 5:* Where can you find emergency numbers when you are visiting friends or relatives or are on vacation?

*Answer 5:* Inside the cover of the phonebook or by dialing "0."

**Message: What to do Until Help Arrives**

*Question 1:* True or false...while waiting for help to arrive, you should move the patient to the bedroom.

*Answer 1:* False. Never move someone who is hurt unless they are in danger where they are.

*Question 2:* What can you do to help while EMS is on the way?

*Answer 2:* Answer may be any of the following: Stay calm and tell the injured person that help is on the way *or* make the victim comfortable *or* follow the emergency dispatcher's instructions.

*Question 3:* You gave the address, what else can you do to help the EMS unit find you?

*Answer 3:* Answer may be any of the following: Send someone out to meet them *or* turn on your porch lights *or* put out a marker like a bright cloth.

*Question 4:* True or false...You should do what the emergency dispatcher tells you to do, even if you have to leave the victim alone for a minute or two.

*Answer 4:* True. Following the emergency dispatcher's instructions is the best way to help the injured person.

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### **“Who Said It?” quote game**

Everyone who plays “Who Said It?” is a winner. Score-keeping is not required. The quote game enables students to realize how many people are involved in emergency situations and what they experience.

*“Who Said It?” Categories:* Patient, Caller, Emergency Dispatcher and EMS Responder.

#### **Can You Name the Speaker?**

- “911, What is your emergency?”
- “Let’s get this patient into the ambulance now.”
- “My daughter fell out of a tree and is not conscious.”
- “Doctor, I’m here with the patient and his vital signs are improving. We’ll be at the hospital shortly.”
- “Put the phone down but do not hang-up.”
- “Should I move him into my car where it is warmer?”
- “Can you tell me if you’re allergic to any medications?”
- “Do not move the person—you may hurt him further. If you have a blanket cover him to keep him warm.”
- “Let’s put flares on the road around the scene to warn on-coming traffic of the crash.”
- “Should I drive to the hospital myself?”
- “The ambulance is on the way while I’m talking to you.”
- “Should I send my friend to meet the ambulance while I stay with my father?”
- “Is anyone hurt?”
- “My name is Jeff Jones, I’m at 1526 Brooks Avenue in Cheverly and my number is 555-1533.”
- “Have someone flag down the ambulance outside of your house.”
- “Please lie still while we lift you onto the stretcher.”
- “We’re half-way to the hospital Lisa; can you breath better now?”

#### **VISUAL AIDS SUPPLY LIST**

The supplies you need to prepare the visual aids recommended for activities can be found in any department store’s school supply or craft aisle. Supplies include:

- Cardboard to provide backing for newspaper headlines.
- Craft or household glue.
- Local phone book to show where emergency numbers are located.
- (Optional) Stopwatch for timing students’ responses in *Make the Right Call* game. The game can be played without it by estimating the time or asking student teams waiting for their turn to keep time by counting aloud.
- (Optional) Blanket, phones, EMS hat as props for role playing.

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# Community Involvement

## **STUDENTS CAN HELP TEACH EMS LESSONS**

You may want to plan your presentation to coincide with community or national outreach efforts, such as during National EMS Week in May. Or you could recruit students to help in building awareness of EMS messages through community involvement. These activities require a coordinated effort between teachers, students and local businesses. Your role is “director,” steering the project from beginning to end.

### **Student TV or radio PSAs for EMS**

Kids dream about being celebrities and this activity gives them the chance! Students should work in teams to write, perform and produce their own public service announcements (PSAs) for EMS. The PSAs must focus on one or more of the EMS messages presented to the class.

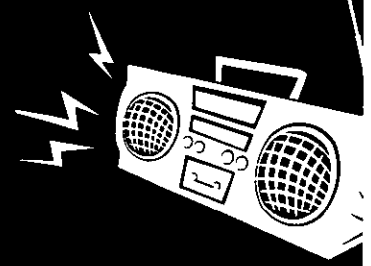
The audio/visual equipment the school has available for student use will determine what media format—TV or radio—the teams should use. If no equipment is available, students may use a cassette tape recorder from home to tape radio announcements.

Before introducing the activity to the students, seek out the support of your local radio stations or cable TV station. Ask for their participation in providing air-time for the PSAs and promoting the project to the community. Some stations may be willing to invite the creators of the best student PSAs for a professional taping session in their studios.

### **Turn grocery bags into posters with a message**

This activity gives young artists a showcase—by turning grocery bags into works of art with EMS messages. Ask the manager of your local supermarket to participate in the activity by “loaning” the class or school enough large paper bags for each student. Have students use them as canvases to create EMS posters with emergency messages. Return students’ autographed posters to the supermarket to be put to practical use—bagging customers’ groceries during National EMS Week. Customers will get the message and pleasure from students’ artwork.

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*“This age group is great to work with. 10-to 13-year-olds can be taught many skills. They enjoy watching their peers take the stage in role plays. And they get really competitive playing games.”*

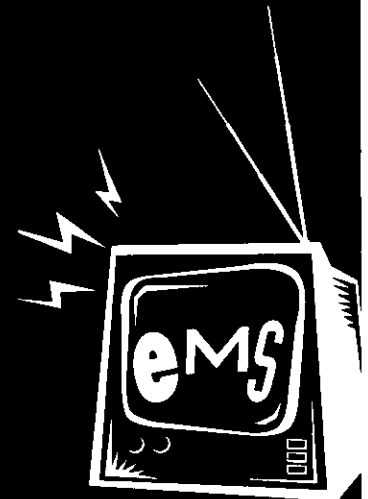
*Greg Funderburk*

*Firefighter*

*Huntington Beach Fire*

*Department*

*Huntington Beach, California*



## Extra Classroom Activities

Teachers can work EMS messages into their lesson plans by implementing activities in other subjects, such as creative writing or music. Photocopy the following activities for teachers interested in expanding EMS lessons.

**Student Storytellers:** Fill-in-the-blank story: Action story leaves key nouns, verbs, adjectives blank. Students fill in the appropriate word to make the story work.

**Student Rappers:** Students can create their own rap song about responding to emergencies. Sample starter lyrics are included at the back of this book.

## Take-Home Worksheets

The following worksheets are for you to photocopy and distribute to students to work on at home. Instruct students to go over the information with their parents—and discuss what to do in an emergency at home.

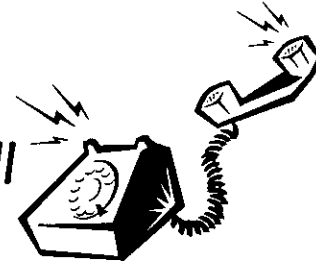
- Information sheet for parents with take-home quiz for kids
- Important phone numbers sheet to fill in and post by the phone

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Make the Right Call



**EMERGENCIES**

For help in emergencies—when someone is seriously sick, hurt or in danger—call:

<b>MEDICAL EMERGENCIES</b>	<b>911</b>
<b>POLICE EMERGENCIES</b>	<b>911</b>
<b>FIRE EMERGENCIES</b>	<b>911</b>

**NON-EMERGENCIES**

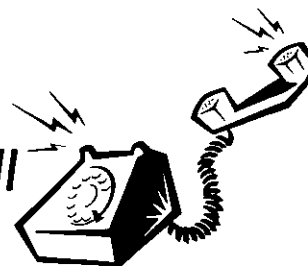
These numbers connect you to city and county services that can help you *Make the Right Call* in non-emergencies, too.

- Child Abuse/Neglect \_\_\_\_\_
- Crime Watchers and Tipsters \_\_\_\_\_
- Driver's License Information \_\_\_\_\_
- Family Physician \_\_\_\_\_
- Fire Department Non-Emergency Calls \_\_\_\_\_
- Illegal Dumping \_\_\_\_\_
- Motor Vehicles Information \_\_\_\_\_
- Poison Control \_\_\_\_\_
- Police Non-Emergency Calls \_\_\_\_\_
- Rape Crisis Hot Line \_\_\_\_\_
- Recycling \_\_\_\_\_
- Roadside Maintenance \_\_\_\_\_
- Sanitation \_\_\_\_\_
- Stray Animals \_\_\_\_\_
- Street Light/Traffic Signal Repair \_\_\_\_\_
- Trash Collection \_\_\_\_\_
- Water and Sewer Emergency \_\_\_\_\_
- Water Meter Reading/Repair \_\_\_\_\_
- Weather-Related Emergency \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_



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# Make the Right Call



## EMERGENCIES

For help in emergencies—when someone is seriously sick, hurt or in danger—call:

**MEDICAL EMERGENCIES** \_\_\_\_\_

**POLICE EMERGENCIES** \_\_\_\_\_

**FIRE EMERGENCIES** \_\_\_\_\_

## NON-EMERGENCIES

These numbers connect you to city and county services that can help you *Make the Right Call* in non-emergencies, too.

Child Abuse/Neglect \_\_\_\_\_

Crime Watchers and Tipsters \_\_\_\_\_

Driver's License Information \_\_\_\_\_

Family Physician \_\_\_\_\_

Fire Department Non-Emergency Calls \_\_\_\_\_

Illegal Dumping \_\_\_\_\_

Motor Vehicles Information \_\_\_\_\_

Poison Control \_\_\_\_\_

Police Non-Emergency Calls \_\_\_\_\_

Rape Crisis Hot Line \_\_\_\_\_

Recycling \_\_\_\_\_

Roadside Maintenance \_\_\_\_\_

Sanitation \_\_\_\_\_

Stray Animals \_\_\_\_\_

Street Light/Traffic Signal Repair \_\_\_\_\_

Trash Collection \_\_\_\_\_

Water and Sewer Emergency \_\_\_\_\_

Water Meter Reading/Repair \_\_\_\_\_

Weather-Related Emergency \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

## Teach Your Children to Make the Right Call

It's important for your children to learn how to call for emergency medical help. Use these teaching tips to help your children and their friends learn about the EMS, medical emergencies and how to *Make the Right Call*.

### **PARENTS' EMS TEACHING TIPS**

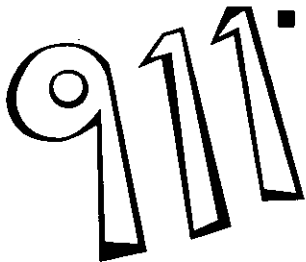
#### **EMS and Medical Emergencies**

- EMS is a team of ambulance drivers, paramedics, nurses and doctors who can help if someone gets very sick or badly hurt.
- Call EMS in emergencies only. Calling for reasons other than a real emergency can prevent EMS from helping someone who may really need it.
- A medical emergency is when someone faints or collapses, has trouble breathing, gets very sick or is badly hurt. In other words, a medical emergency is when you think someone's life is in danger or the situation is very serious. If you don't know for sure, call EMS just to be safe.



#### **How to Call for Help**

- Dial 9-1-1 or your local emergency number to get EMS help on the way quickly. Not all communities have the 911 system; make sure your children know the correct emergency number to call.
- Post your local EMS number on, or near, the phone. List your home address and phone number, too. In an emergency, even the most familiar information is sometimes hard to remember. Show your children and their visiting friends where this information can be found.



- Teach your kids how to make an emergency call from a pay telephone in case of an emergency when they are away from home (on vacation, at a playground, etc.).

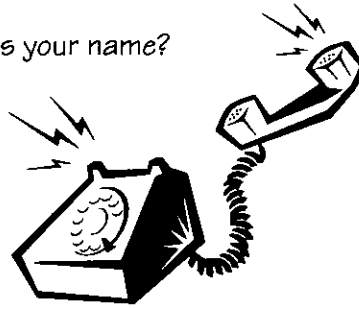


## **PRACTICE DOS AND DON'TS**

### **Dos**

Practice making a pretend emergency call. Take the role of an emergency operator and have your children practice what to say when they call for help. Ask them the same kind of questions they would have to answer in a real emergency:

- From what telephone number are you calling? What is your name?
- How is the victim? Is he or she hurt or sick?
- Is the person breathing?
- What happened?
- Is anyone helping them right now? How?
- If you're calling from your house, what is the address?
- What intersection is it near?
- Who is with you? Can they meet the ambulance and direct EMS to you?



### **Don'ts**

Also be sure to teach your children what not to do:

- Don't wait: call for help as soon as possible.
- Don't hang up until told to do so by the emergency operator.
- Don't panic and shout into the phone. Try to stay calm.
- Even if you're afraid it is your fault, don't run away or hide. Stay and try to help.

### **Memory Quiz**

Every three months, quiz your children on the above information. Make sure it is fresh in their minds and they can *Make the Right Call* in an emergency.

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## Kids Can Make the Right Call, Too

### A QUIZ FOR KIDS ABOUT EMS

Do you know how and when to call for help in an emergency? Who are the emergency medical services (EMS)? This quiz will help you learn about EMS and make sure you can *Make the Right Call* in a medical emergency.

**1. What is a medical emergency?**

- A) when you have a sore throat
- B) when you think someone needs help because they are sick or badly hurt
- C) when you need a band-aid

**2. Who do you call first in a medical emergency?**

- A) the EMS ambulance and paramedics
- B) your parent(s) at work
- C) your best friend

**3. Where should your family keep the emergency medical services number?**

- A) with a magnet on the refrigerator
- B) beside the phone
- C) in a kitchen drawer

**4. How do you call for help in a medical emergency?**

- A) yell as loud as you can
- B) pick up the phone and dial 0 for the operator
- C) pick up the phone and dial the emergency operator

**5. What should you do if you're not sure if what happened is an emergency?**

- A) call EMS just to be safe
- B) wait and see what happens
- C) try to find someone and ask

**6. What should you tell the emergency dispatcher who answers the phone?**

- A) what is wrong, who is hurt and where to find the injured person
- B) where you live
- C) how old you are

**7. What does EMS stand for?**

- A) extra medical supplies
- B) emergency medical services
- C) exciting medical show

**8. How soon after an emergency should you call for help?**

- A) wait a while to see if the person will be okay
- B) when you finish what you were doing before the emergency
- C) right away, get help as fast as you can

**9. Who should know how to call EMS for help?**

- A) only adults
- B) only people who work in a hospital
- C) everyone in your family and all your friends

**10. What's the best thing you can do to help in a medical emergency?**

- A) call EMS and follow their instructions
- B) give the patient a glass of water
- C) take the patient's temperature

Now check the answer key and see how well you did. If you answered most of the questions correctly, congratulations, you know how to *Make the Right Call*.

If you were confused by any of the answers, go back and look at the choices. See if you can figure out why the correct answer on the key is the best answer in an emergency. Remember, in a real emergency - when you think someone's life is in danger —you should call EMS right away. Stay calm, stay on the phone and answer all the emergency dispatcher's questions. Make sure that you, your family, and your friends know the emergency number and how to call.



## Kids' Quiz Answer Key

<b>QUESTION</b>	<b>ANSWER</b>
1.	B
2.	A
3.	B
4.	C
5.	A
6.	A
7.	B
8.	C
9.	C
10.	A

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## Make Your Own Story!

Fill in the blanks below with the type of word called for. Then read your story!!!! Afterwards talk about what words would be appropriate for the story. We have included some suggestions.

### MAKE THE RIGHT CALL

Late last night, \_\_\_\_\_ and I were driving home from \_\_\_\_\_.  
*person* *place*

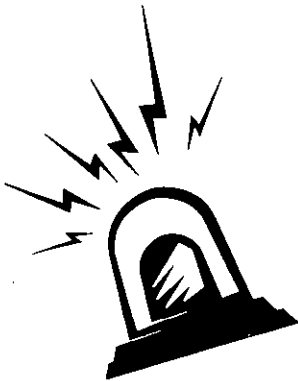
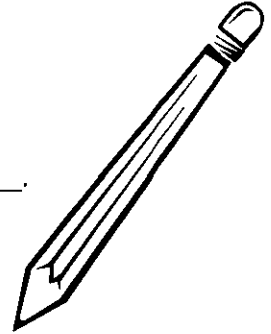
It was raining very \_\_\_\_\_ and we couldn't see very well.  
*adverb*

Suddenly, the \_\_\_\_\_ in front of us went off the side of the road.  
*noun*

Luckily, there was a \_\_\_\_\_ close by and while \_\_\_\_\_ helped the  
*noun* *person*

people, I called \_\_\_\_\_. Soon emergency personnel \_\_\_\_\_  
*number* *verb*

and took charge of the situation \_\_\_\_\_.  
*adverb*





### MAKE THE RIGHT CALL

Bonnie and Lisa were playing \_\_\_\_\_ when suddenly they \_\_\_\_\_  
*place* *verb*

flames coming from a pile of leaves in their neighbor's backyard.

The two \_\_\_\_\_ ran to find an adult. The girls' parents were nowhere  
*plural noun*

to be found so Lisa \_\_\_\_\_ dialed \_\_\_\_\_. In just a couple of minutes,  
*adverb* *number*

they could hear the \_\_\_\_\_ of the fire trucks. Later, their parents  
*sound*

were very \_\_\_\_\_ that their daughters knew who to call during an emergency.  
*adjective*



### MAKE THE RIGHT CALL

While watching \_\_\_\_\_ with my grandfather, he suddenly clutched  
*noun*

his \_\_\_\_\_ and passed out. I was \_\_\_\_\_ frightened, but knew  
*body part* *adverb*

to call \_\_\_\_\_. The operator asked me for my \_\_\_\_\_ and what  
*number* *noun*

had happened. I \_\_\_\_\_ told her the information and \_\_\_\_\_  
*adverb* *adverb*

until the emergency medical technicians arrived. Later when my grandfather

was better he let me know how \_\_\_\_\_ I was to have called \_\_\_\_\_.  
*adjective* *number*

## Student Rappers

Many young students are instant rappers—give them a phrase or words to rhyme and they become composers. Divide the classroom in working groups of three or four students. Ask them to create a rap song that sends EMS messages. To get started they may use the opening line and rhyming words provided—or come up with their own. Give the rap groups a chance to practice their song together before performing for the class.

### **OPENING LINE:**

Oh no, someone's hurt and it's no fun...

### **RHYMING WORDS:**

Fun, one, sun, son, run, ton

Call, ball, saw, law, all, fall

Right, night, sight, light, bright

**Fun**  
**sun**  
**run**

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FA-143 4/94



United States  
Fire Administration



Federal Emergency  
Management Agency



National Highway Traffic Safety Administration  
United States Department of Transportation

**MCHB**  
Maternal and Child Health Bureau





**DEAR PROGRAM ORGANIZER:**

As emergency medical services (EMS) gains greater visibility in our communities, the need to educate the American public about the nature of our work is becoming increasingly important. The good news is that more and more citizens are calling, when faced with life-threatening medical situations. However, EMS is also being called for non-medical emergencies, and Americans need to know that the systems could become overloaded with unnecessary calls.

As a public educator, you are faced with the challenge of teaching the public to use emergency medical services in a responsible and appropriate fashion. The public needs to learn what EMS is, how to call EMS, when to call EMS and when not to, what information to give the emergency dispatcher and what to do until help arrives.

The United States Fire Administration, the National Highway Traffic Safety Administration and the Maternal and Child Health Bureau have joined together to develop and promote *Make the Right Call*, a program to assist you in conducting local public educations about emergency medical services.

The *Make the Right Call* campaign kit contains many useful communications tools such as:

- sample press release
- print and television public service announcements (PSA)
- radio PSA scripts
- informational pamphlet
- classroom presentation guidebook
- workshop guidelines and talking points
- evaluation guidelines
- resource guide

These materials have proven useful for local efforts to increase the efficiency of the public's use of emergency medical services. We look forward to your participation in *Make the Right Call* and encourage you to share local program success stories with us.

Sincerely,





PRESS RELEASE

**Note:** Use organization letterhead and fill in the blanks with pertinent information.

**FOR IMMEDIATE RELEASE**

Date:

Contact Name:

Telephone Number:

### **“HELP US HELP YOU” SAY AREA EMS PROVIDERS**

(City, State) - What's the best way to handle a medical emergency? Citizens of (community, town) will soon be finding out. Today, (name) of (organization) launched a new public education program to help citizens *Make the Right Call* in medical emergencies. According to (name), the effort will increase community awareness of emergency medical services (EMS), and actions to take in an emergency.

*Make the Right Call* provides potential life-saving information about:

- what EMS is;
- how to contact EMS;
- when to contact EMS;
- what information should be given to the emergency operator; and
- what to do until help arrives.

To publicize these messages, (organization) will encourage local media officials to promote print and radio public service announcements and distribute *Make the Right Call* materials throughout the community.

“It is important for all of us to realize the far-reaching role EMS plays in our community,” said (name, title). “Understanding EMS and what to do in emergencies will enable those in need to receive immediate emergency medical care.”

*Make the Right Call* is sponsored by the United States Fire Administration and the National Highway Traffic Safety Administration. The program is part of an ongoing federal effort to educate the public about important life-saving measures, including fire prevention and traffic safety. For further information about *Make the Right Call*, contact (name) at (phone number).

###

### **“WHO, WHAT & WHERE”**

**Announcer:** This is a test. It’s multiple-choice. Ready? In a medical emergency, what should you say when you call for help? Should you A...dial the emergency number and scream hysterically? B...ask if you can be on TV? Or, C...stay calm and tell the Emergency Medical Services operator **who** is hurt or sick, **what** is wrong and **where** to find the victim? If you said C...tell the EMS dispatch operator who, what and where...you made the right choice. So remember, who, what and where, when you call EMS for emergency medical care.



### **“WHEN SHOULD YOU CALL EMS?”**

**Announcer:** This is a test. It’s multiple-choice. Ready? In the event that something goes wrong, when should you call Emergency Medical Service to help? A...when your sink is clogged? B...when the lights go out? Or C...when someone is seriously sick or hurt? If you said C...call EMS when someone is sick or hurt...you made the right call. Call Emergency Medical Services in the event of an actual medical emergency. Remember, if it’s medical, it’s EMS. If it’s a clogged sink, it’s someone else.



### **“KNOW YOUR EMERGENCY NUMBERS” (9-1-1 AREAS ONLY)**

**Announcer:** You probably have at least one emergency life-saving device in your home. You can learn how to use it, right now, in two easy steps. In an emergency, simply pick up your phone and dial 9-1-1. That’s it, 9-1-1. Call 9-1-1 for help in all kinds of medical, police or fire emergencies. When you need help fast, your phone can be a real life saver. It’s as easy as 9-1-1. Dial 9-1-1 in emergencies and make the right call. A message from EMS—Emergency Medical Services.



### **“KNOW YOUR EMERGENCY NUMBERS” (NON-9-1-1 AREAS)**

**Announcer:** You probably have at least one emergency life-saving device in your home. You can learn to use it in just a few minutes. Take out your phone book and look up your local emergency numbers. Write down the ones you should call for help in medical, police or fire emergencies. Now, put them by your phone. When you need help fast...your phone can be a real life saver. And making the right call can save time...and lives. A message from EMS—Emergency Medical Services.



**HELP IS ON THE WAY, WHAT SHOULD YOU DO WHILE YOU WAIT?**

**A**fter you've called for help, what should you do next?

- Stay calm. Follow the emergency operator's instructions.
- Don't move someone who is hurt unless they are in danger. Keep them warm and comfortable.
- Make it easy for the ambulance driver to find you — mark your location with a bright cloth or lights. Send someone to meet the ambulance.

EMS stands for Emergency Medical Services. They know how to handle emergencies. Know what to do until they arrive.



*...until help arrives.*



United States Fire Administration  
National Highway Traffic Safety Administration



Displayed on this page are camera-ready public service announcements. Send them to the advertising or public affairs departments of local newspapers or magazines. They can also be enlarged for use as posters for a variety of outlets, and are also ideal for paper grocery bags, milk cartons, or any other ideas you may have.

**HELP IS ON THE WAY, WHAT SHOULD YOU DO WHILE YOU WAIT?**

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EMS stands for Emergency Medical Services. They know how to handle emergencies. Know what to do until they arrive.



*...until help arrives.*



National Highway Traffic Safety Administration

**LEARN TO USE  
THIS LIFE-  
SAVING DEVICE**



**KNOW YOUR  
LOCAL EMERGENCY  
NUMBERS.**

**T**here's been a crash. Someone is hurt. Do you know how to call for help?

Keep emergency numbers by your phone for medical help, police and fire services. The right number gets help on the way *faster*.

For medical emergencies, contact EMS, Emergency Medical Services. One call connects you to a whole emergency medical team — ambulance, paramedics, physicians and nurses — who are specially trained to help people who are hurt or sick.

Your phone can help save time, and lives, in an emergency. Know how to use it.



*...when seconds count.*



United States Fire Administration

National Highway Traffic Safety Administration



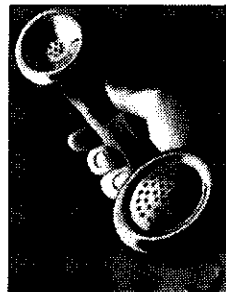
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**LEARN TO USE THIS LIFE-  
SAVING DEVICE.  
KNOW YOUR LOCAL EMERGENCY NUMBERS.**

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For medical emergencies, contact



EMS, Emergency Medical Services. One call connects you to a whole emergency medical team — ambulance, paramedics, physicians and nurses — who are specially trained to help people who are hurt or sick.

Your phone can help save time, and lives, in an emergency. Know how to use it.



United States  
Fire Administration

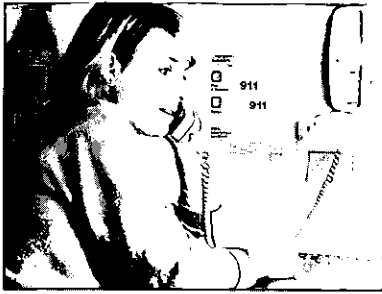


*...when seconds count.*



National Highway Traffic  
Safety Administration

**WHAT REALLY HURTS IS CALLER MISUSE.**



*Call EMS in emergencies only.*

**S**ome people misuse the EMS system. They call 9-1-1 for reasons other than emergencies. And that really hurts. Because in a *real* emergency—when you think someone is in danger—every second counts.

EMS stands for Emergency Medical Services. Contact EMS for medical help in a serious emergency.

In many communities you can dial 9-1-1 to contact EMS, the police, or the fire department. If you live in an area without 9-1-1, find what the emergency numbers are and keep them by the phone. Know your emergency numbers. And when to use them.



*...when life is on the line.*

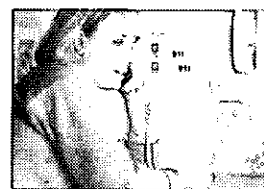


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Services. Contact EMS for medical help in a serious emergency.

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*...when life is on the line.*





**SAY WHO, WHAT AND WHERE WHEN YOU CALL FOR HELP**

**W**hen you call for help, what you say is important.

Tell the emergency operator *who* is hurt or ill, *what* is wrong and *where* to find them. **WHAT**

Stay on the line. Don't hang up. **WHERE** And follow the operator's instructions.

The information you give sends help *when* on the way faster.



*...help us help you.*



United States Fire Administration

National Highway Traffic Safety Administration

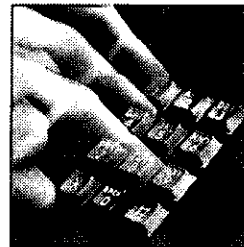


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**SAY WHO, WHAT AND WHERE WHEN YOU CALL FOR HELP**

**W**hen you call for help, what you say is important. *who*

Tell the emergency operator *who* is hurt or ill, *what* is wrong and *where* to find them. **WHAT**



Stay on the line. Don't hang up. And follow the operator's instructions. **WHERE**

The information you give sends help *when* on the way, faster.



United States Fire Administration



*...help us help you.*



National Highway Traffic Safety Administration

**LEARN TO USE  
THIS LIFE-  
SAVING DEVICE**



**DIAL 9-1-1 IN  
AN EMERGENCY.**

**T**here's been a crash. Someone is hurt. What do you do?

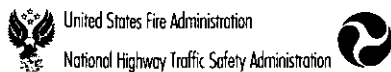
Pick up your phone and dial 9-1-1. Medical help will be on the way.

One call connects you to a whole emergency medical team — emergency dispatch operators, first responders, emergency medical technicians, paramedics, emergency nurses, and emergency physicians. They are part of EMS — Emergency Medical Services. And they are specially trained to help people who are hurt or sick.

Call 9-1-1 for all kinds of medical, police or fire emergencies. Your phone can help save lives. Know how to use it.



*...when seconds count.*



Displayed on this page are camera-ready public service announcements. Send them to the advertising or public affairs departments of local newspapers or magazines. They can also be enlarged for use as posters for a variety of outlets, and are also ideal for paper grocery bags, milk cartons, or any other ideas you may have.

**LEARN TO USE THIS LIFE-  
SAVING  
DEVICE. DIAL 9-1-1 IN AN EMERGENCY.**

**T**here's been a crash. Someone is hurt. What do you do?

Pick up your phone and dial 9-1-1. Medical help will be on the way.

One call connects you to a whole emergency medical team — ambulance, paramedics, physicians and nurses.



They are part of EMS — Emergency Medical Services. And they are specially trained to help people who are hurt or sick.

Call 9-1-1 for all kinds of medical, police or fire emergencies. Your phone can help save lives. Know how to use it.



*...when seconds count.*





make  
the *right*  
EMS **call**  
EMERGENCY MEDICAL SERVICES

make  
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**MEDIA KIT**

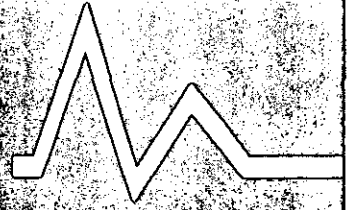
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**CLINTON LIBRARY PHOTOCOPY**



**RESOURCE GUIDE**



THE FOLLOWING

IS A LISTING

OF USEFUL TOOLS

FOR CONSIDERATION

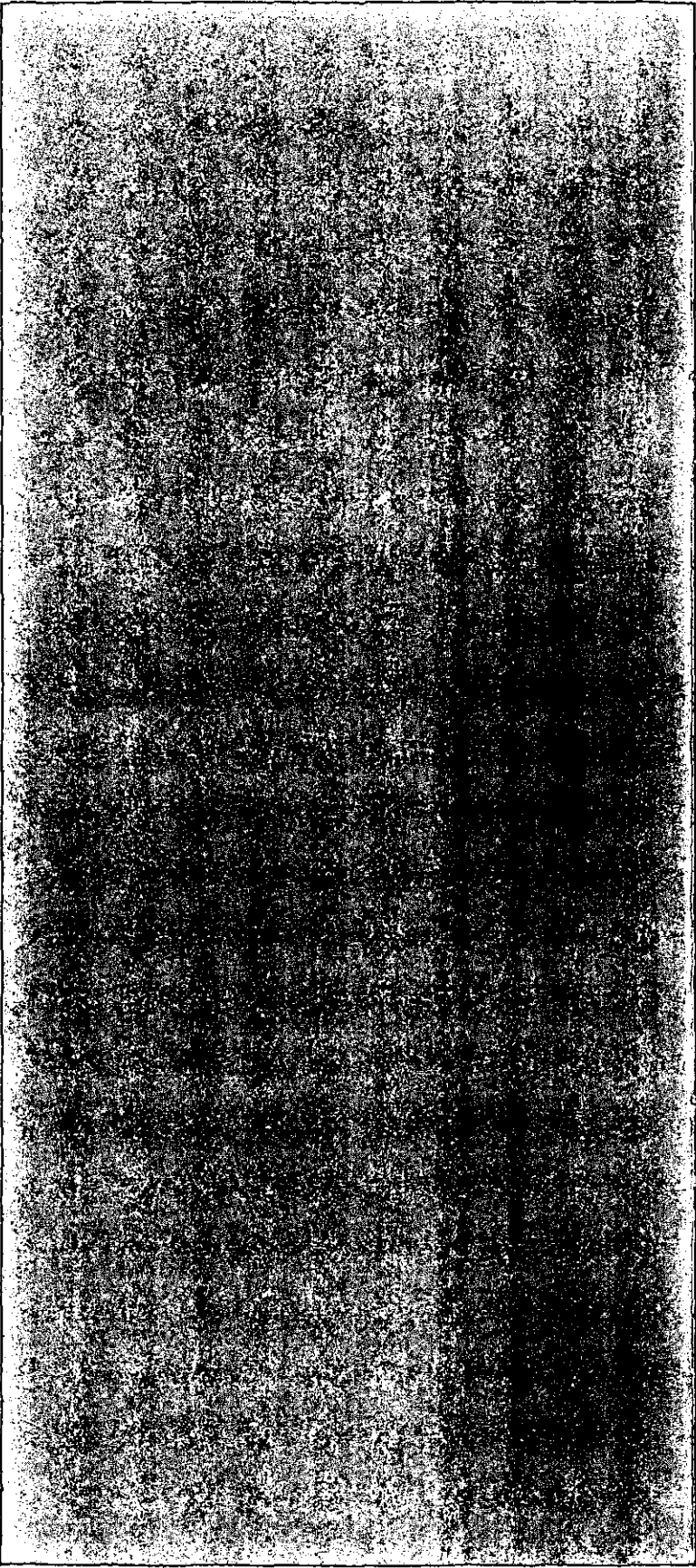
IN YOUR LOCAL

EMERGENCY MEDICAL

SERVICES PUBLIC

EDUCATION EFFORTS.





**HOW-TO MANUALS**

**Emergency Medical Services Public Information, Education and Relations Manual**

This manual aides EMS organizations in creating, maintaining and enhancing public information, education and relations (PIER) programs locally. It teaches EMS organizations how to develop and sustain relationships with local media; takes readers through media outreach steps including developing public service announcements, press releases, training a spokesperson and overall tips on generating coverage for EMS-related events. Information on networking with other agencies, conducting public relations efforts and creating and presenting PIER programs to the community is also highlighted. The importance of working with one's State EMS office, with local business and community supporters, is stressed in order to help citizens understand how and why their EMS providers respond the way they do, and to help educate the public regarding injury and illness prevention. The National Highway Traffic Safety Administration (NHTSA) and United States Fire Administration (USFA) worked together to help organize and develop the manual, which should be available in the fall of 1994.

*Available from:*  
United States Fire Administration  
Federal Emergency Management Agency  
PO Box 2012  
Jessup, MD 20794-2012

**Public Relations Information  
Source Manual**

A guide to media management and how to implement an EMS informational program.

*Available from:*

Virginia Department of Health—EMS Office  
1538 E. Parham Road  
Richmond, VA 23228  
804-371-3500

**BROCHURES**

**Deadly Decisions**

**Drinking, Driving and Drugs...A Key to Tragedy**

**Teenage Drinking and Driving-A Fatal Attraction**

Safety brochures and posters produced by the Illinois Department of Public Health and the National Highway Traffic Safety Administration.

*Available from:*

Illinois Department of Public Health  
525 W. Jefferson  
Springfield, IL 62761  
217-785-2080

**9-1-1 Guidelines for Schools**

A San Diego County Division of Emergency Medical Services brochure describing San Diego County's EMS system and how to activate the system.

*Available from:*

San Diego County Department of Public Health/  
Division of EMS  
6255 Mission Gorge Road  
San Diego, CA 92120  
619-285-6429

**Road Warriors**

A brochure from the Wisconsin Office of Transportation Safety and the Wisconsin Department of Health and Social Services describing what to do in the event of an emergency, including EMS safety tips.

*Available from:*

Wisconsin Department of Transportation  
Division of Health - EMS Section  
P.O. Box 309  
Madison, WI 53701  
608-266-0737

**When Every Second Counts—Call 9-1-1**

A brochure from Clark County EMS outlining what 9-1-1 is, why it should be used in an emergency and when and how to call 9-1-1.

*Available from:*

Clark County EMS  
PO Box 5000  
Vancouver, WA 98666  
206-737-1911

## VIDEOS

### **Responding to Emergencies**

A 119-minute video produced by the American Red Cross describing what steps to take in the event of an accident.

*Available from:*

American Red Cross  
National Headquarters  
431 18th Street, NW  
Washington, DC 20006  
202-639-3656

### **Road Warriors - The Video**

A seven-minute educational video describing what to do in the event of an accident.

*Available from:*

Wisconsin Department of Transportation  
Division of Health - EMS Section  
P.O. Box 309  
Madison, WI 53701  
608-266-0737

### **The Critical Difference**

A 30-minute video describing the trials and tribulations an EMT encounters on a daily basis.

*Available from:*

Hanson Industries  
410 Park Avenue  
New York, NY 10022  
212-759-8477

### **Volunteering with EMS**

A five-minute Pennsylvania-specific video presentation which focuses on the role of EMS providers and training requirements. Suitable for introductions to presentations and coordinated public recruitment efforts. Project funded by Pennsylvania Department of Health.

*Available from:*

Pennsylvania Emergency Health Service Council  
5012 Lenker Street, Suite 210  
Mechanicsburg, PA 17055  
717-730-9000  
in PA 800-243-2EMS

## EMS PUBLIC EDUCATION MATERIALS

### National EMS Week Materials

A campaign kit to support the annual May event that includes a press-release, poster, statistical information, EMS backgrounders, slip sheets, ready-to-use clip art, available merchandise, sample press-releases as well as a report on EMS Week activities during the previous year.

*Available from:*

American College of Emergency Physicians  
 900 17th Street, NW, Suite 1250  
 Washington, DC 20006  
 202-728-0610

### Volunteer or Support EMS

A program kit containing EMS informational materials, an informational pamphlet, and a "Volunteer or Support EMS" poster.

*Available from:*

Hanson Industries  
 410 Park Avenue  
 New York, NY 10022  
 212-759-8477

### Response

An information packet, including an issue of *Response* magazine, a brochure describing the National Association for Search and Rescue and emergency response tips for the general public.

*Available from:*

National Association for Search and Rescue  
 P.O. Box 3709  
 Fairfax, VA 22038  
 703-352-1349

### When Seconds Count

Safety materials from Clark County EMS that include an outline for 9-1-1 presentations, a "Children's Guide to 9-1-1," 9-1-1 ruler, key chain, pin, bumper sticker, frisbee and coloring book.

*Available from:*

Clark County EMS  
 PO Box 5000  
 Vancouver, WA 98666  
 206-737-1911



## RELATED PUBLIC EDUCATION MATERIALS

### Resources on Fire and EMS

A catalog of publications, reports and public education materials available from the United States Fire Administration.

### Directory of National Community Volunteer Fire Prevention Programs

This catalog of community-based fire prevention initiatives features local fire safety education programs in which the private sector was involved. USFA's National Community Volunteer Fire Prevention Program has supported the development and implementation of these programs, which address such issues as fire and burn prevention in the home, eliminating hazards, fire survival and escape, smoke detectors and extinguishers, and proper use of home heating devices.

### Public Fire Education Today: Fire Service Programs From Across America

Reference manual describing programs, materials and techniques used by 77 fire departments and 11 state and regional organizations to promote fire prevention, safety and survival. Programs are identified to highlight existing models of successful public education efforts.

### Short Guide to Evaluating Local Public Fire Education Programs

This short guide offers guidelines for evaluating the effectiveness of local fire prevention programs.

### Public Fire Education Resource Directory

This is a 133-page compendium of available print, audiovisual, and exhibit materials available from a variety of sources. Materials are organized into thirteen categories, with each entry listing the publication's title, description, suggestions for most appropriate audiences, and source listings to contact for more information.

### Is Your Home Fire Safe? Doorknob Hangtag

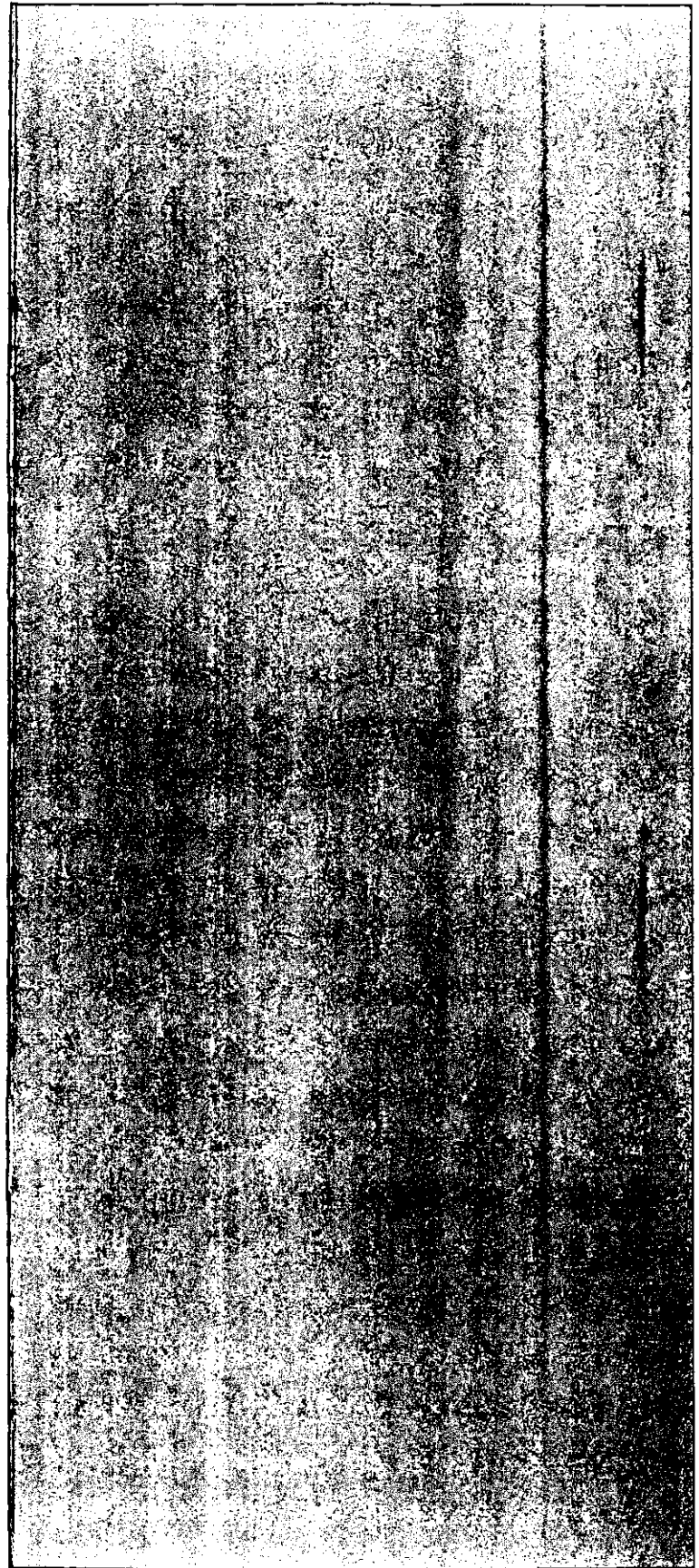
This colorful safety checklist provides home safety tips and can assist homeowners in doing home safety inspections.

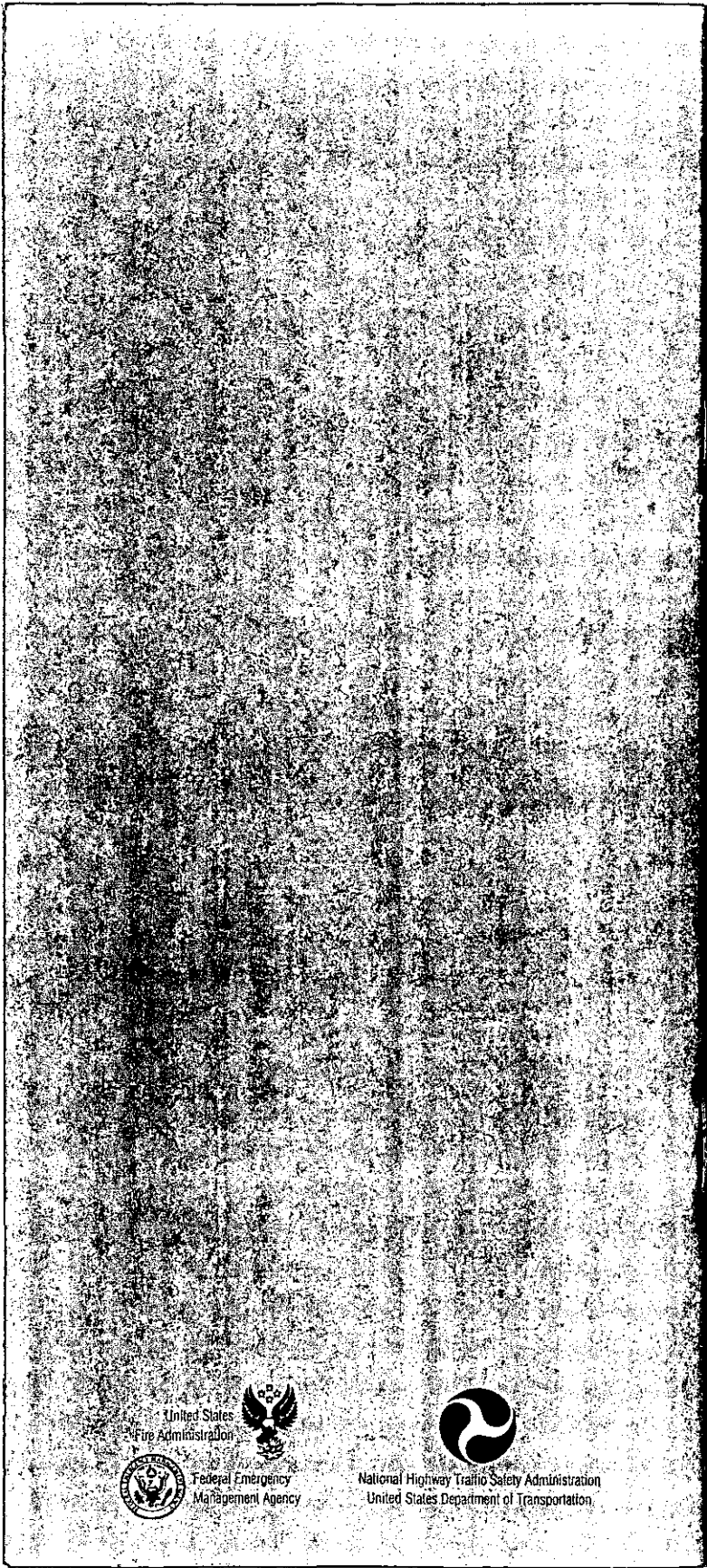
**Home Fire Safety. Act On It!  
Public Education Campaign Kit**

A key goal of this campaign is to provide fire and EMS professionals with free materials to work with consumers and the local media to raise fire safety awareness and encourage fire safe behavior, thereby reducing the incidence of injury and death due to fire. This kit contains guidelines about how to develop and maintain effective relationships with local media; tip sheets/handouts with pointers about fire safety, camera-ready public service announcements, and much more.

*All of the above available from:*

United States Fire Administration  
Federal Emergency Management Agency  
PO Box 2012  
Jessup, MD 20794-2012





National Highway Traffic Safety Administration  
United States Department of Transportation

**CLINTON LIBRARY PHOTOCOPY**

equivalent newspaper space or to buy the radio time slot in which the message ran. Then simply add up the total.

For example, if the Richmond Times-Dispatch (circulation 249,763 readers) printed a PSA that covered 6.75 column inches, an equivalent advertisement would cost \$567.00. Therefore, more than \$500 was saved and potentially a quarter of a million people were reached with EMS messages. And that's just with one newspaper.

**MEASURING THE IMPACT OF MAKE THE RIGHT CALL MESSAGES**

**Measure changes in community behaviors with pre- and post-tests**

Conduct a test before campaign messages have been presented to the public to measure existing knowledge of emergency medical services. After introducing the *Make the Right Call* campaign, ask the same group of people to complete the test again. Ideally, a post-test would be conducted several weeks, months, or even a year after program introduction, to measure retention. If someone remembers a correct answer an hour after it was taught but cannot remember it two weeks later, the program did not do much good.

Quiz people on *Make the Right Call* messages: do they know what constitutes a true emergency or what steps to take after they have contacted EMS? Be specific with sample questions. Ask people whether they are following specific emergency procedures and to give examples.

**Measure changes in community behavior with EMS call data**

After your campaign has been launched, the record of calls coming in for EMS could begin to reflect the program's impact. Calls for non-emergency situations could decrease. Also, by interviewing emergency operators, you can determine if people calling for help have learned not to hang up until they are told to do so and know what to do until help arrives.



**EVALUATION GUIDELINE**



## WHY EVALUATE PUBLIC EDUCATION PROGRAMS?

Evaluating the effectiveness of an EMS public education program is important for three reasons:

1. To determine if the program is worth repeating in the community or elsewhere;
2. To elicit feedback on how to improve the program; and
3. To provide a rationale for financial support of EMS public education programs in the community.

This short guide was prepared to offer local public educators tools to evaluate their education programs.

## EVALUATION GUIDELINES

The *Make the Right Call* program kit provides emergency medical services personnel and educators with the tools to reach people with important information on how to react and respond in the case of a serious crash or injury. Included in this public information kit are: camera-ready print public service announcements (PSAs); radio PSA scripts; a sample press release; workshop guidelines and talking points; tips for parents and a kids' quiz; informational handouts; and a resource guide listing other available programs, publications and films.

**To evaluate the effectiveness of public education efforts using the materials in this kit, ask yourself the following questions:**

1. How successful were you in reaching the target audience with your message?
2. Upon completion of your public information campaign, did your target audience know more about what they should do if someone is injured and how the emergency medical services work?
3. Did the program help educate the public on the responsibilities of the EMS team and help reduce non-emergency calls to EMS?

## MEASURING OUTREACH

**For each radio or print PSA placement:**

- **Estimate the number of listeners or readers potentially reached and the percentage of the total target population represented**

To estimate this, gather circulation and readership figures from the advertising departments of local newspapers and magazines where the PSAs were run. Radio stations also have a fairly good estimate of the number of people listening at any particular time of day. The number will vary dramatically depending on the time, so it is important to know exactly when the PSAs are aired.

- **Estimate the potential audience reached with your EMS message**

This sounds complicated, but can be easily computed by taking all readership and listenership numbers, multiplying them by the number of times each print or radio PSA is run, and then adding them together. Some people will hear the message only once while others may be exposed to it several times.

- **Conduct a simple citizen survey**

A citizen survey is simple, involving little more than asking one or two questions to a number of people. Many stations have conducted successful telephone surveys using members of senior citizen organizations as callers. Telephone a random sample of citizens and ask whether they saw or heard the PSA, where they did so, and what they recall about the announcement. It is also a good idea to ask what stations they listen to and what papers or magazines they read to guide future efforts in placing PSAs.

- **Find the dollar equivalent of the public service announcements**

A dollar figure can be a dramatic statement to emergency medical services management and the city budget office, plus it is fairly easy to document. Just ask the newspapers or radio stations how much it would cost to run a public service announcement in the



**WORKSHOP GUIDELINES**

**TALKING POINTS**

**HANDOUT SHEETS**

**make**  
**the** *right*  
**call**

EMERGENCY MEDICAL SERVICES

**CLINTON LIBRARY PHOTOCOPY**

## **HELP MAKE THE RIGHT CALL**

**Y**our challenge is to help your community learn to *Make the Right Call* for medical emergencies. Public education can increase awareness of local emergency medical services and decrease system misuse.

Workshop presentations are an effective way to educate community groups, senior citizens or other organizations. A workshop presentation is generally less formal than a speech or lecture. It gives the audience more opportunity to participate—in both discussions during the program and question-and-answer sessions afterwards.

You can generate EMS awareness in your community by scheduling your own workshops or by making them part of other community events: as part of parents' night at local schools, during other safety presentations at senior citizens' centers, or as part of your organization's annual open house activities.

### **Emphasize EMS Messages**

It is important to set specific goals for even the simplest workshop presentation. For workshops, your goal is for your audience to be able to *Make the Right Call*—know when and how to call EMS—as a result of your presentation. The specific messages you need to convey to audiences are:

- **When to call EMS**—*only* in a true emergency situation
- **How to call EMS**—know your local emergency numbers
- **What to do until help arrives**—ways you can help
- **What and Who EMS is**—the people and role of EMS in the community

## PLANNING YOUR WORKSHOP PRESENTATION

### Know Your Audience

Your presentation will be most effective if you can tailor it to the particular audience. Analyze your audience and address their interests and perspective. Consider *whom* you will be talking to—professionals, students, an audience of mixed ages or mostly adults? Will all of the people attending your presentation come from your immediate community? Give examples of EMS responses that they can relate to.

Are there young adults with small children? If so, include ways they can teach their children how to properly contact EMS.

Are there senior citizens or others with limited mobility? Do any of them live alone? What special advice do you need to give them about getting emergency help?

If possible, phone several people who plan to attend in advance to assess what they hope to learn from your talk. This will also help you determine how to best structure the presentation and lead the workshop discussion.

### Localize Your Presentation

Give local examples. Your audience will be more interested if you can include in your presentation examples of real EMS calls or information specific to your community. People will want to know what it costs, so if your EMS charges for service to recover costs, explain this to your audience. The audience may also ask if there's a choice as to what hospital they'll be taken to and whether a relative can ride along in the ambulance. Be prepared to answer these and other common questions.

If your EMS office can provide you with the data, find out what kinds of emergency calls members of your community most frequently make. You can use these examples to illustrate your presentation. This data can also suggest special topics you should emphasize. For instance, if heart attacks are frequent, you could include additional information on what to do until help arrives for heart attack victims.

Do members of this audience live in neighborhoods that frequently misuse the EMS system? If so, emphasize responsible use of the system and cite a time when system misuse impeded EMS units from responding to a serious emergency call.

Make sure your information is relevant and accurate for each group. For instance, some areas have 9-1-1 while others use a variety of seven-digit emergency phone numbers. Find out which is the correct way for your audience to contact EMS. If people will be attending from nearby communities, know which emergency number they should use as well.



## ENCOURAGE AUDIENCE PARTICIPATION

People are more likely to remember the information you are presenting if the style of the presentation is conversational rather than a lecture. Let the audience know their participation is invited and anticipated. To break the ice, build a communication bridge with the audience by asking *them* questions. For instance, start by asking the audience what they hope to learn from the workshop. Later on in the workshop, ask audience members to share personal experiences to illustrate the situations you have been discussing.

The more you involve your audience in the discussion, the more effective your presentation will be. Review the *Suggested Talking Points* included in this guide and select those most pertinent to your audience. Then plan ways to cover these topics by asking questions and expanding on your audience's responses. Below are some examples of how you can lead a discussion with questions:

- **If you need medical help in an emergency, who would you call?** After answers have been given, clarify that 9-1-1 or the local emergency number should be called *only in an emergency*. This is a good time to suggest the proper local government agencies to contact in various types of non-emergency situations.
- **What constitutes an “emergency?”** Compare emergencies with non-emergencies. Provide obvious examples of emergency and non-emergency situations but stress that, when in doubt, always contact EMS.
- **Do you keep emergency phone numbers on or near your phone?** Ask for a show of hands. Emphasize this point as a time-saving measure. Explain the importance of listing their own address with the emergency numbers so that anyone who calls, family member or neighbor or someone else, can give the correct address.
- **What information should you give the dispatcher when calling for help in an emergency?** Highlight important points, including location, landmarks that will help the responding EMS unit arrive quickly, the nature of the emergency, condition of victim(s), and what you are doing to help the patient.
- **What should you do until help arrives?** Stress the importance of staying calm, not moving the victim, keeping the victim warm, following the emergency operator's instructions, and staying on the telephone until told to hang up.
- **Does everyone in your household know this information?** Emphasize that it is crucial to teach everyone in the household, including children, what to do in the event of an emergency. Suggest that they periodically review this information so that they are always prepared for an emergency.

At the end of your presentation be sure to allow ample time to answer everyone's questions. It is a good idea to remain after the talk. Some audience members may be more comfortable asking you a question one-on-one.

## **PRESENTATION TIPS**

### **Keep it Simple**

The easier your messages are to understand, the more likely it is that they will be remembered. Try to determine the most important points to convey. Don't go into too much detail or use technical or medical terms that are not well known.

### **Repeat Key Messages**

You cannot overemphasize key points: such as only calling in the case of an absolute emergency and making sure every family member is familiar with the calling procedure.

### **Accentuate the Positive**

Reiterate that knowing when and how to call for emergency help could very well save a life! Handle criticisms in a way that leaves the audience with a positive message. For instance, if someone criticizes your local EMS unit for a delayed response, you can turn that to your advantage by emphasizing how this very presentation is part of your department's program to encourage responsible use of EMS. Emphasize that it is your department's goal to enable EMS units to respond as quickly as possible to *real* emergencies.

### **Ask for Help**

As you wrap up your presentation, don't hesitate to ask your audience for help. Ask for volunteers who will commit to relaying your messages to at least one disabled or house-bound person, such as a senior citizen who was unable to attend your presentation. This is particularly important to do in rural areas where travel can be difficult.

# WORKSHOP PRESENTATION TALKING POINTS

*The following talking points can help you develop your own Make the Right Call workshop presentation. Use the talking points as guidelines for presenting the Make the Right Call messages about EMS and medical emergencies. They are written in a conversational style that you can adapt to your presentation.*

## Introduction

Across the United States, heart attacks and trauma are major causes of death and disability. Oftentimes, if first aid and emergency medical care can be provided quickly, deaths and permanent disabilities can be reduced or prevented. Our community provides emergency medical services to give pre-hospital care in cases of medical emergencies. The purpose of this presentation is to help you understand how to most efficiently access our EMS service system...and make the right call in medical emergencies.

## What Is EMS

EMS stands for emergency medical services...a life-saving system that provides pre-hospital and hospital emergency medical care...although today we will concentrate specifically on pre-hospital care. Our purpose is to stabilize patients and transport them quickly and safely to an appropriate medical facility.

## Who Is EMS

Who are the people that make up the emergency medical service? We are (mention those that are appropriate): emergency dispatch operators, first responders, emergency medical technicians, paramedics, emergency nurses, and emergency physicians. We respond in ambulances, fire trucks, law enforcement vehicles, and helicopters. The total EMS system includes others as well—people involved in communication and transportation, public information and education specialists, and others in medical facilities and hospitals, as well as data collection, evaluation, information management, and administration personnel.

## Purpose Of EMS

The purpose of our service is to help people in emergencies...medical emergencies, motor vehicle crashes, trauma, and, on a larger scale, natural or man-made disasters. The medical treatment we provide in the field ranges from immobilization of a simple fracture to advanced medical treatment of a cardiac patient. After we stabilize the patient, he or she is usually transported to the nearest appropriate medical facility. While we work at the scene and “en route” to the hospital, we are in constant contact with physicians to ensure the best possible medical care is provided.

## **MAKE THE RIGHT CALL MESSAGES**

### **When Life Is On The Line...**

When should you call EMS? Call in an emergency when you believe the situation is life-threatening or very serious. Such as:

- A person suddenly collapses
- Persistent chest pain
- Difficulty in breathing
- Major injuries
- Drowning
- Emergency childbirth
- Serious burns
- Any case which you think is a medical emergency

Do not call for non-emergencies or situations that can be handled by taking the person by private car or even public transportation to a medical facility or doctor's office. Tying up EMS units with these less-than-serious situations means that EMS personnel and equipment will not be available if a call comes in for a real emergency. If you are unsure whether you are facing a true emergency, Don't Guess, Call EMS.

### **Every Second Counts...**

Know how to call for help. Know your local emergency number(s). Dial 9-1-1. (If your community does not have the 9-1-1 system, present the appropriate EMS/emergency telephone number or numbers here.) When you travel, remember that most telephone directories list the local EMS phone number in the front of the phone book or under "ambulance services." In your home, vacation home, or place of business, keep local EMS phone numbers on or near your telephone. It is helpful to also keep your own address with emergency numbers, so that anyone, especially visitors or babysitters calling in an emergency situation from that phone will be able to give the correct address to the emergency dispatch operator.

## Help Us Help You

Know what information to give when you call for help. When you call 9-1-1 the person who answers is an emergency dispatch operator. Be sure to explain the exact nature of what has happened and be ready to provide the following information:

- The location of the emergency, exact address, city or neighborhood. You may also need to provide nearby intersections, landmarks, the floor of the building, apartment, or room number.
- What happened and the condition of the victim or victims.
- What help is being given at the present time.
- Your name and the telephone number from which you are calling.

## While you are talking with the emergency operator, be sure to:

- Stay on the line. The emergency operator may give you instructions about what to do until help arrives. Do not hang up until told to do so.
- Answer any questions to the best of your ability and listen carefully. The emergency operator may ask questions to determine the exact medical problem in order to provide the EMS unit with as many details as possible.

## Until Help Arrives

There are some additional steps to take while you wait for help to arrive:

- Stay calm. This will reassure the patient that help is on the way.
- Follow the emergency operator's instructions.
- Don't move someone who is injured unless it is to remove them from danger.
- Make the patient as comfortable as possible.
- If you are able, send someone else to meet the EMS unit and direct them to you.
- Turn on a porch light or place a visible marker in front of the house so the EMS team can find you easily.
- If possible, have someone move furniture or other obstacles out of the way so the EMTs will have easy access to the patient.

- Gather all medications that the patient may be taking. This will help the paramedics determine the medical history. Provide as much related medical information as possible, such as blood type or any allergies.
- If you determine the patient has no pulse and is not breathing, begin CPR.
- Information about time will be important when the EMS personnel arrive. Try to make note of how long the medical condition has existed and how long the person has had symptoms or has been unconscious. The EMS specialists who arrive are well-trained and disciplined. Be helpful in any way you can when they arrive.

### **Make the Right Call...Responsible Use**

Remember that the number of EMS units in our community, as well as the number of trained paramedics and EMTs we have to staff them, is limited. We're here to respond to real emergencies—situations that are life-threatening or so serious they need immediate attention. Minor illnesses and routine transportation to hospitals and clinics do not justify calling EMS. Calling EMS for a non-emergency may prevent us from responding when someone is really in trouble. If there is a question of whether or not you are facing a true emergency, DO contact EMS.

### **Spread the Word**

This information is extremely important...and we want to ask for your help in passing it on to others who were not able to attend. Please share what we've talked about with your family, friends, and neighbors. Thank you very much for coming.

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## WHEN TO CALL AN AMBULANCE

HANDOUT

### Recognizing Emergencies

How do you tell the difference between a true emergency and a minor problem? Certain symptoms are so alarming that the need for emergency care—or even an ambulance—is obvious. But what should you do about more common illnesses and injuries?

Only a doctor can diagnose medical problems. But, you can protect your family's health by learning to recognize certain symptoms.

Know which symptoms to watch for. According to the American College of Emergency Physicians, the following are warning signs of a medical emergency:

- Difficulty breathing, shortness of breath
- Chest or upper abdominal pain or pressure
- Fainting
- Sudden dizziness, weakness or change in vision
- Change in mental status (such as unusual behavior, confusion, difficulty in waking up)
- Sudden, severe pain anywhere in the body
- Bleeding that won't stop
- Severe or persistent vomiting
- Coughing up or vomiting blood
- Suicidal or homicidal feelings

You should also be familiar with the symptoms of common illness and injuries.

Talk to your regular doctor before you have an emergency. Ask what you should do if you think someone in your family needs emergency care. Should you call the doctor's office first? Should you go straight to the emergency department? What should you do when the doctor's office is closed?

Trust your instincts. Parents are usually very good at recognizing signs of unusual behavior or other symptoms that indicate an emergency. Many other factors, including the time of day, other medical problems, or state of mind, can make an otherwise minor medical problem an "emergency."

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## **When to Call an Ambulance**

When should you call an ambulance instead of driving to the emergency department? Ask yourself the following questions:

- Is the victim's condition life-threatening?
- Could the victim's condition worsen and become life-threatening on the way to the hospital?
- Could moving the victim cause further injury?
- Does the victim need the skills or equipment of paramedics or emergency medical technicians?
- Would distance or traffic conditions cause a delay in getting the victim to the hospital?

If the answer to any of these questions is "yes" or if you are unsure, it's best to call an ambulance. This is true even though you can sometimes get to the hospital faster by driving than by calling an ambulance. Paramedics and emergency medical technicians communicate with the physician in the emergency department by radio. They are trained to begin medical treatment on the way to the hospital. This prevents any delay that could occur if the patient is driven to the emergency department. The ambulance can also alert the emergency department of the patient's condition in advance.

If you live in a community with a single emergency number, calling for help is easy. Just dial 9-1-1. If your community does not have the 9-1-1 emergency number, keep the numbers of the fire, police, and emergency medical services near your telephone. When you call for help, speak calmly and clearly. Give your name, the address, phone number, location of victim (such as upstairs in the bedroom), and nature of the problem. Don't hang up until the emergency operator tells you to. They may need additional information or need to give you instructions.

*This information provided by the American College of Emergency Physicians*

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**MAKE THE RIGHT CALL**

HANDOUT

**SECTION A: EMERGENCIES**

For help in emergencies—when someone is seriously sick, hurt or in danger—call:

<b>MEDICAL EMERGENCIES</b>	<b>9-1-1</b>
<b>POLICE EMERGENCIES</b>	<b>9-1-1</b>
<b>FIRE EMERGENCIES</b>	<b>9-1-1</b>

**SECTION B: NON-EMERGENCIES**

These numbers connect you to city and county services that can help you *Make the Right Call* in non-emergencies, too.

- Child Abuse/Neglect \_\_\_\_\_
- Crime Watchers and Tipsters \_\_\_\_\_
- Driver's License Information \_\_\_\_\_
- Family Physician \_\_\_\_\_
- Fire Department Non-Emergency Calls \_\_\_\_\_
- Illegal Dumping \_\_\_\_\_
- Motor Vehicles Information \_\_\_\_\_
- Poison Control \_\_\_\_\_
- Police Non-Emergency Calls \_\_\_\_\_
- Rape Crisis Hot Line \_\_\_\_\_
- Recycling \_\_\_\_\_
- Roadside Maintenance \_\_\_\_\_
- Sanitation \_\_\_\_\_
- Stray Animals \_\_\_\_\_
- Street Light/Traffic Signal Repair \_\_\_\_\_
- Trash Collection \_\_\_\_\_
- Water and Sewer Emergency \_\_\_\_\_
- Water Meter Reading/Repair \_\_\_\_\_
- Weather-Related Emergency \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_



**MAKE THE RIGHT CALL**

HANDOUT

**SECTION A: EMERGENCIES**

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Illegal Dumping \_\_\_\_\_

Motor Vehicles Information \_\_\_\_\_

Poison Control \_\_\_\_\_

Police Non-Emergency Calls \_\_\_\_\_

Rape Crisis Hot Line \_\_\_\_\_

Recycling \_\_\_\_\_

Roadside Maintenance \_\_\_\_\_

Sanitation \_\_\_\_\_

Stray Animals \_\_\_\_\_

Street Light/Traffic Signal Repair \_\_\_\_\_

Trash Collection \_\_\_\_\_

Water and Sewer Emergency \_\_\_\_\_

Water Meter Reading/Repair \_\_\_\_\_

Weather-Related Emergency \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

Other \_\_\_\_\_

Provided as part of *Make the Right Call*, an emergency medical services public education program



## **TEACH YOUR CHILDREN TO MAKE THE RIGHT CALL**

*It's important for your children to learn how to call for emergency medical help. Use these teaching tips to help your children and their friends learn about the EMS, medical emergencies and how to Make the Right Call.*

HANDBOUT

### **PARENTS' EMS TEACHING TIPS**

#### **EMS and Medical Emergencies**

- EMS is a team of emergency dispatch operators, first responders, emergency medical technicians, paramedics, emergency nurses, and emergency physicians who can help if someone gets very sick or badly hurt.
- Call EMS in emergencies only. Calling for reasons other than a real emergency can prevent EMS from helping someone who may really need it.
- A medical emergency is when someone faints or collapses, has trouble breathing, gets very sick or is badly hurt. In other words, a medical emergency is when you think someone's life is in danger or the situation is very serious. If you don't know for sure, call EMS just to be safe.

#### **How to Call for Help**

- Dial 9-1-1 or your local emergency number to get EMS help on the way quickly. Not all communities have the 9-1-1 system; make sure your children know the correct emergency number to call.
- Post your local EMS number on or near the phone. List your home address and phone number, too. In an emergency, even the most familiar information is sometimes hard to remember. Show your children and their visiting friends where this information can be found.
- Teach your kids how to make an emergency call from a pay telephone in case of an emergency when they are away from home (on vacation, at a playground, etc.).

## **PRACTICE DOs AND DON'Ts**

### **DOs**

Practice making a pretend emergency call. Take the role of an emergency operator and have your children practice what to say when they call for help. Ask them the same kind of questions they would have to answer in a real emergency:

- From what telephone number are you calling? What is your name?
- How is the victim? Is he or she hurt or sick?
- Is the person breathing?
- What happened?
- Is anyone helping them right now? How?
- If you're calling from your house, what is the address?
- What intersection is it near?
- Who is with you? Can they meet the ambulance and direct EMS to you?

### **DON'Ts**

Also be sure to teach your children what **not** to do:

- Don't wait; call for help as soon as possible.
- Don't hang up until told to do so by the emergency operator.
- Don't panic and shout into the phone. Try to stay calm.
- Even if you're afraid it is your fault, don't run away or hide. Stay and try to help.

### **Memory Quiz**

Every three months, quiz your children on the above information. Make sure it is fresh in their minds and they can *Make the Right Call* in an emergency.



## **KIDS CAN MAKE THE RIGHT CALL, TOO**

### *A Quiz for Kids about EMS*

HANDOUT

Do you know how and when to call for help in an emergency? Who are the emergency medical services (EMS)? This quiz will help you learn about EMS and make sure you can *Make the Right Call* in a medical emergency.

**1. What is a medical emergency?**

- A) when you have a sore throat
- B) when you think someone needs help because they are very sick or badly hurt
- C) when you need a band-aid

**2. Who do you call first in a medical emergency?**

- A) the EMS ambulance and paramedics
- B) your parent(s) at work
- C) your best friend

**3. Where should your family keep the emergency medical services number?**

- A) with a magnet on the refrigerator
- B) beside the phone
- C) in a kitchen drawer

**4. How do you call for help in a medical emergency?**

- A) yell as loud as you can
- B) pick up the phone and dial 0 for the operator
- C) pick up the phone and dial the emergency number

**5. What should you do if you're not sure if what has happened is an emergency?**

- A) call EMS just to be safe
- B) wait and see what happens
- C) try to find someone to ask

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**6. What should you tell the emergency dispatcher who answers the phone?**

- A) what is wrong, who is hurt and where to find the injured person
- B) where you live
- C) how old you are

**7. What does EMS stand for?**

- A) extra medical supplies
- B) emergency medical services
- C) exciting medical show

**8. How soon after an emergency should you call for help?**

- A) wait a while to see if the person will be okay
- B) when you finish what you were doing before the emergency
- C) right away, get help as fast as you can

**9. Who should know how to call EMS for help?**

- A) only adults
- B) only people who work in a hospital
- C) everyone in your family and all your friends

**10. What's the best thing you can do to help in a medical emergency?**

- A) call EMS and follow their instructions
- B) give the patient a glass of water
- C) take the patient's temperature

Now check the answer key and see how well you did. If you answered most of the questions correctly, congratulations, you know how to *Make the Right Call*.

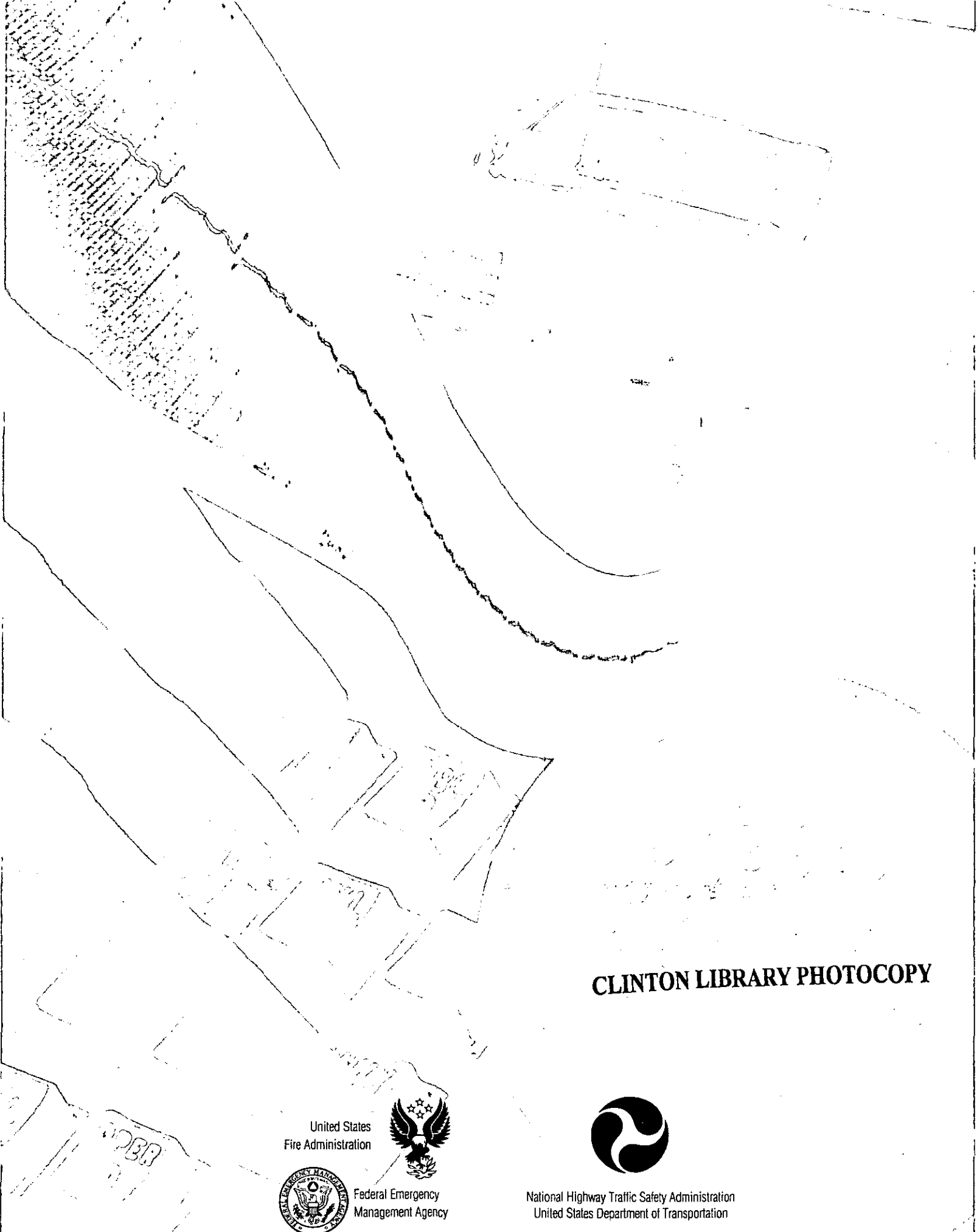
If you were confused by any of the answers, go back and look at the choices. See if you can figure out why the correct answer on the key is the best answer in an emergency. Remember, in a real emergency—when you think someone's life is in danger—you should call EMS right away. Stay calm, stay on the phone and answer all the emergency dispatcher's questions. Make sure that you, your family, and your friends know the emergency number and how to call.



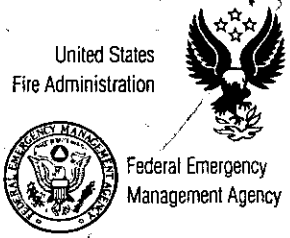
**KIDS' QUIZ ANSWER KEY**

<b>QUESTION</b>	<b>ANSWER</b>
1.	B
2.	A
3.	B
4.	C
5.	A
6.	A
7.	B
8.	C
9.	C
10.	A

HANDOUT



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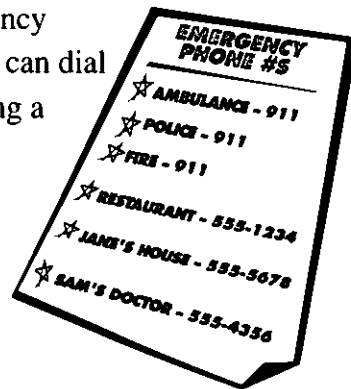
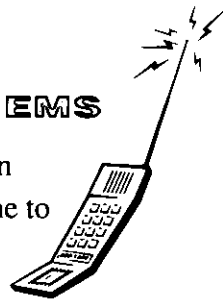


National Highway Traffic Safety Administration  
United States Department of Transportation



## **MAKE THE RIGHT CALL TO EMS**

- Have several telephones so they are accessible in case you need to call for help. A cordless telephone to carry with you would be an extra safety measure.
- Keep a telephone, whistle, and your eyeglasses by your bedside at all times. Keep emergency numbers on, or near, every phone.
- Keep a list of your medications and dosages handy.
- Tell Emergency Medical Services (EMS) personnel when and what you last ate.
- Post a sign or card describing your condition or limitation, especially if you live alone. If you are the one who is sick or injured, the person who calls EMS may need this to describe you to the EMS call taker; also it can be helpful to EMS when they arrive on the scene.
- Include 911 or the local emergency number in the list of numbers you can dial automatically, or consider installing a special alerting system.
- Remember the EMS call takers are specially trained to aid you. Answer their questions.



- Prepare for fire emergencies by checking exit routes to be sure you can get through doorways if you use a wheelchair or walker. Map out escape routes and discuss these with your family or neighbors.



- Enlist a “buddy” or “monitor” in the workplace who takes responsibility for ensuring your safety.
- Develop and practice a home and a workplace fire escape plan. In practicing these escape plans, help educate others on how best to assist you.

## **HEARING IMPAIRED MAKE THE RIGHT CALL TO EMS**

- Consider using an EMS Telecommunications Device for the Deaf (TDD) or other communication aid to notify EMS if you have a communication disability.
- Identify the local emergency number for TDD whenever traveling.
- Prepare for a fire emergency by using special smoke alarms for the hearing impaired, i.e. strobe lights, bed shakers.

# Persons *with* Disabilities

*Make the Right Call to EMS*



## ***MAKE THE RIGHT CALL TO EMS***

□ Know the address of where you are baby-sitting. Know where the nearest intersection is so that you can give directions to emergency workers if necessary.

□ Be sure you know the emergency number to call from the home you're working at because it may not be the same as the one you'd call from your own home.

□ Ask for a phone number to reach the parent(s). If they are not reachable, ask them to give you the name and phone number of someone else to contact, or contact your own parents.

□ Tell the emergency dispatcher the age of the child, how he or she was hurt, what the victim's condition is, and where he or she is right now.

□ Tell Emergency Medical Services (EMS) personnel when and what the child last ate.

□ Remember that EMS call takers are specially trained to aid you. Answer their questions.

□ Attend classes for baby-sitters if they are offered in your community; learn how to handle life threatening situations, such as stopping bleeding, cardiopulmonary resuscitation (CPR), and responding to poisoning.

□ Remember that watching the children—not talking on the phone or watching television—is your first priority.



□ Find out if the children under your care have any special medical problems. NEVER give medicine to them unless the parent(s) has instructed you about what and how much to give.

□ Stay in the house unless you have permission to take the children outside. Never leave the house without the children.

□ Remember to pull the crib rail all the way up when putting a baby to bed.

□ Be careful when bathing kids. A slippery tub can be dangerous.

□ Know where a flashlight and batteries are, or better yet, take a flashlight with you.

□ Keep matches, lighters, fireworks, medicines, household chemicals, knives and other sharp objects, out of the reach of small children.

□ Don't use cigarettes, lighters, the fireplace, candles, drugs, alcohol, or fireworks.

□ Call the parents, or your parents, if for any reason you become afraid.

□ Don't waste precious time trying to put out a fire, even if you are afraid you might be blamed for it. Take the child and get out of the house; then call for help from a neighbor's.

□ Don't leave food unattended. If you must prepare meals, keep them simple. Don't let the children cook—they can help but they shouldn't use knives or appliances.



# Baby-Sitters

*Make the Right Call to EMS*



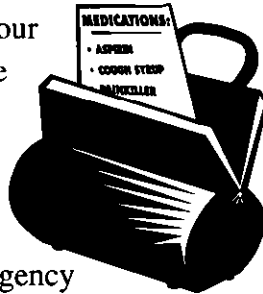
## ***MAKE THE RIGHT CALL TO EMS***

□ If you don't have a telephone, know the location of the nearest public phone. Also know the location of the nearest police or fire station, or a neighbor or store you could go to to make the call.

**PHONE**

□ Be sure you know the location of the person who is injured or sick before you leave to go to a phone.

□ Keep a list of medications you take in your purse or wallet. In case you're taken to the hospital, try to be sure the purse or wallet goes with you.



□ Keep a list of doctors, your pharmacy, and people to be contacted in case of emergency close to the phone.

□ If your phone has an automatic dialing feature, include 911 or the local emergency number.

□ Find out ahead of time whether your Emergency Medical Services (EMS) service charges, whether their services are covered by your medical insurance, and what their policy is about charging if insurance does not cover the charges or if you do not have insurance.

□ Remember the EMS call takers are specially trained to aid you. Answer their questions.

□ Tell EMS when and what you last ate.

□ Learn to recognize signs of exposure to extreme heat or cold temperatures. This is a serious medical emergency. Watch for elderly or homeless people in your neighborhood who appear to be suffering from exposure and contact EMS.

□ Identify and use free health services in your community, especially preventive ones.

□ Realize it is not fair to call EMS just to get free transportation to a clinic or hospital when there is no real emergency. Other people in real emergencies may need that help at the same time, and it won't be available.

## ***AVOID THE NEED TO CALL EMS***

□ Install and maintain smoke detectors—don't remove the battery for other uses.

□ If you use drugs, identify needle exchange programs or use bleach solution to sterilize IV drug paraphernalia.

□ Tell EMS if you use IV drugs—EMS are not the police.

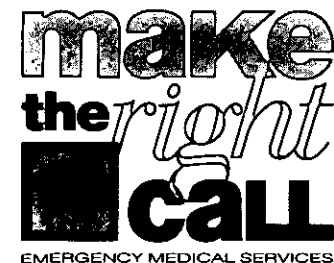
□ Don't use your stove as a means of heating your house or apartment.

□ Don't ever build a fire indoors to keep warm.



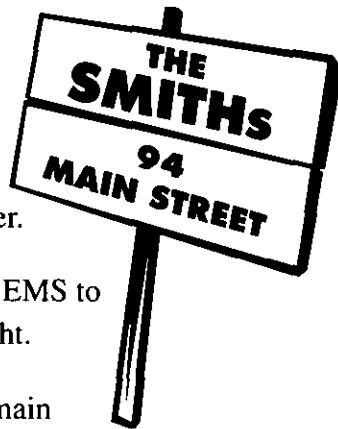
# Inner City Residents

*Make the Right Call to EMS*



## **MAKE THE RIGHT CALL TO EMS**

- Write down the exact directions to your house from the nearest widely recognized street intersection. Keep this by the phone to read to the emergency operator—this will prevent confusion and may be needed when an emergency occurs.
- Try to avoid descriptions such as “rural route,” “star route,” or “P.O. box.” Rural addresses can be confusing for EMS call takers. Instead, give exact directions to your house.
- Know two routes to your home (if possible), in case EMS must take an alternate route due to flooding or other emergency conditions.
- Check your property for hazards. If you have a bridge on your property, check with the local EMS or fire department to make sure their vehicles can cross it safely.
- Install large reflective letters and numbers on mailboxes if they are located near your driveway—otherwise consider installing a sign that includes your name and street number.
- Turn on a porch light after calling EMS to help the ambulance locate you at night.
- Send someone in a car out to the main road to guide the ambulance to your house.



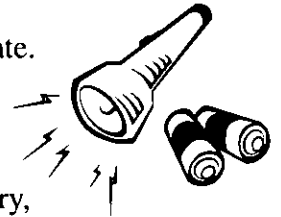
- Keep a first aid kit stocked in a handy location. Make sure that everyone has taken first aid and/or a cardiopulmonary resuscitation (CPR) class so that they can use the equipment if the need arises.



- If your phone has an automatic dialing feature, include 911 or the local emergency number in the list. In any case, keep the emergency number clearly posted by the phone.

- Be sure and tell EMS when and what you last ate.

- Keep a flashlight with fresh batteries available.



- Keep young children away from farm machinery, silos, wells, troughs, ponds and pools.

- Get to know your nearest neighbors and check on one another regularly. Keep your neighbors' phone numbers handy and check in with each other during severe weather.

- Be careful when working with machinery and other equipment. Make sure electrical equipment is de-energized and machines are shut down before working on them. If the job is too big for you, get help. Work alone only when absolutely necessary, and then only when all precautions to prevent accidents have been taken.

- Always use the right tools for the job. Avoid shortcuts and quick fixes.

- Keep the pantry well stocked and the fuel tank full when winter approaches.

# People Living *in* Rural Areas

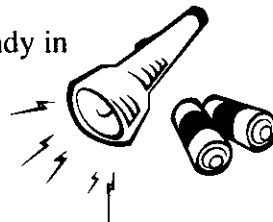
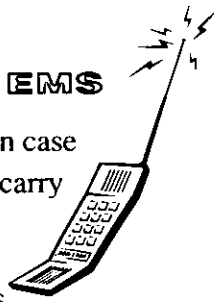
*Make the Right Call to EMS*



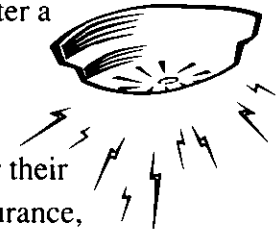


## **MAKE THE RIGHT CALL TO EMS**

- Have several telephones so they are accessible in case you need to call for help. A cordless telephone to carry with you would be an extra safety measure.
- Keep a telephone, whistle, and your eyeglasses by your bedside at all times. Keep emergency numbers on or near every phone.
- Have a list of doctors, your pharmacy, and people to be contacted in case of emergency close to each phone.
- Include 911 or the local emergency number in the list of numbers you can dial automatically, or consider installing a special alerting system.
- If your phone has an automatic dialing feature, include 911 or the local emergency number in the list of "quick" numbers.
- Keep a list of medications you take in your purse or wallet. If you're taken to the hospital, try to be sure the purse or wallet goes with you.
- Tell EMS when you had your last meal and what you had to eat.
- Keep stairs and hallways clear of clutter to avoid tripping. Also, keep area rugs and throw rugs secure, either by using carpet tape or a non-skid backing.
- Keep a flashlight and extra batteries handy in case of a power outage.



- Check your smoke detector once a month, or ask someone to do it for you. If a fire occurs, get out immediately. Do not try to put out the fire. Never reenter a burning house or apartment.



- Find out ahead of time whether your EMS service charges for service, whether their services are covered by your medical insurance, and what their billing policy is in case insurance does not cover the charges.
- Ask your local EMS provider to give a presentation at your seniors' center, apartment building, or next club meeting.
- Take advantage of community services that offer phone calls to check on you, especially if you live alone. Also check on neighbors and friends who live alone.
- Ask for help if you need it! EMS is always ready to assist you and it is always better to be safe than sorry.
- Remember that EMS is specially trained to aid you. Answer their questions.

## **AVOID THE NEED TO CALL EMS**

- Don't take unnecessary chances, like climbing ladders.
- Set your hot water thermostat to 120° or lower.

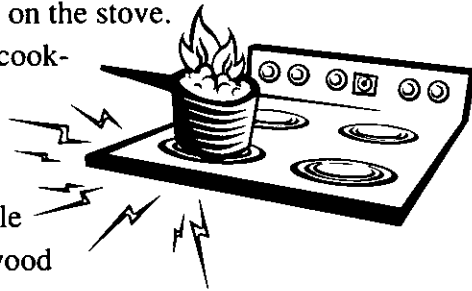
Exercise special caution getting in and out of the tub or shower.

Use rubber mats in front of the kitchen stove to prevent slipping while cooking.

Don't smoke when you're sleepy and never smoke in bed.

Don't leave cooking unattended. Be sure to set a timer so that you don't forget something on the stove.

Wear fitted or short sleeves while cooking and keep handles on cooking pots turned in.



Keep curtains or other flammable materials at least three feet from wood stoves, space heaters and other alternate heaters.

Don't use heaters to dry clothes.

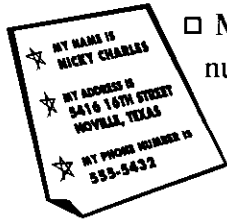
# Seniors

*Make the Right Call to EMS*



## ***MAKE THE RIGHT CALL TO EMS***

Teach young children to call Emergency Medical Services (EMS), but that it isn't a game. Teach children how to perform safety behaviors by having them actually practice them. Children should be rehearsed on appropriate safety behaviors. Talking about the right thing to do isn't enough.



- Make sure children learn their address and phone number as soon as they are able.
- Teach children that EMS professionals are friendly helpers; there is no need to be afraid.
- Teach kids that if they find matches or lighters, to give them to an adult.
- Teach kids what to do if their clothing catches on fire. (Stop, Drop and Roll)
- Make sure they know planned escape routes and a meeting place outside the home. Practice fire drills.
- Make sure kids know the sound of the smoke detector and what to do if it goes off.



Post your house number where it will be visible from the street.

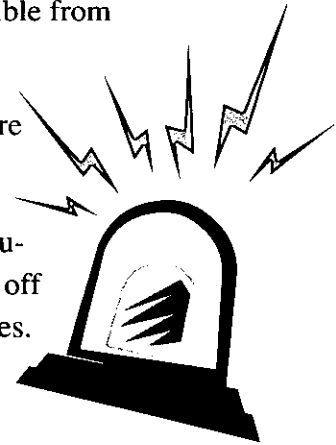
Help set up a field trip/presentation by the fire department and/or EMS department.

Teach your children, when they hear an ambulance siren to go to the side of the road and get off their bikes. Teach them not to chase ambulances.

Keep matches and lighters locked up.

Keep guns, knives, and other dangerous articles locked up.

Make sure young children have supervision at all times. Never leave them alone for short periods of time.



# Parents *of* Young Children

*Make the Right Call to EMS*



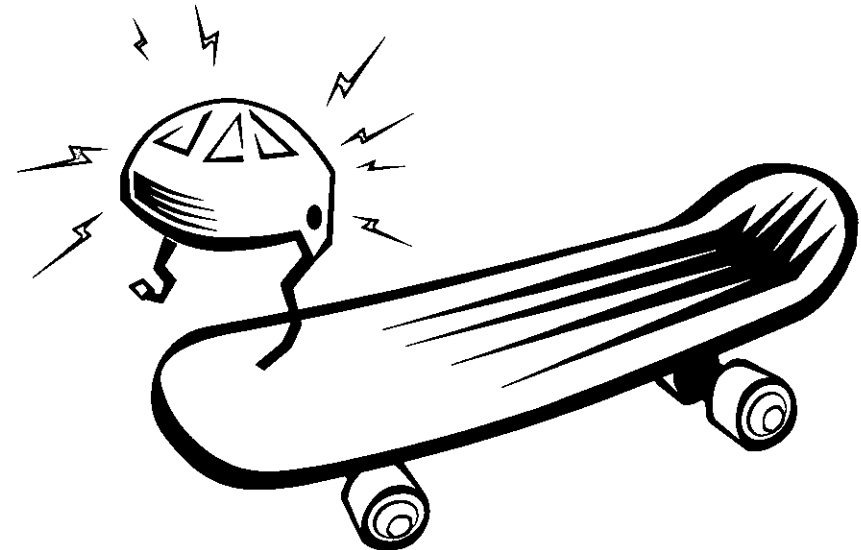
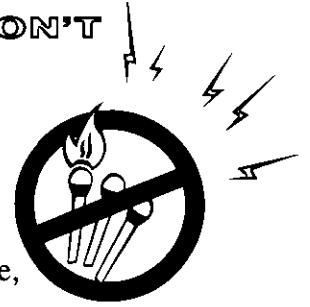
## MAKE THE RIGHT CALL TO EMS

- Know how and when to call Emergency Medical Services (EMS).
- Remember that EMS call takers are specially trained to help you. Answer their questions.
- Ask an emergency dispatcher to explain a question if you don't understand what they want to know. Don't just guess at an answer.
- Know the phone number of a responsible adult you can call in an emergency. Call that adult after calling EMS.
- Tell an adult right away if someone is hurt (even if you are afraid you may be blamed!)



## PLAY IT SAFE SO YOU WON'T NEED TO CALL EMS

- Give matches you find to an adult. Never play with matches.
- Wear a helmet and pads when riding a bike, skateboarding, or roller blading.
- Stop, look, and listen before you cross the street.
- Leave unfamiliar dogs alone.
- Play in small groups when playing outside.



# Children

*Make the Right Call to EMS*

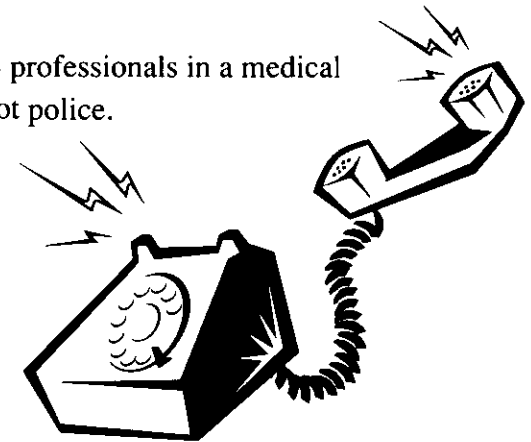


## ***MAKE THE RIGHT CALL TO EMS***

- Call Emergency Medical Services (EMS) first if someone is seriously hurt in an accident or becomes very sick. You may call relatives and friends later.
- Stay on the phone. Speak slowly—remember the EMS call takers are specially trained to aid you. Answer their questions.
- Know how to say your address in English. It is the most important piece of information needed by EMS.
- Know how to tell people what foreign languages you speak. Find out ahead of time if your local EMS can speak your language; that information may be useful to them in planning.
- Keep your address and phone number written down on paper near your phone.
- Include 911 or the local emergency number in the list of numbers you can dial automatically, if your phone has an automatic dialing feature.
- Keep a list of doctors, your pharmacy, and people to be contacted in case of emergency close to the phone.
- Keep a list of medications you take in your purse or wallet. In case you're taken to the hospital, try to be sure the purse or wallet goes with you.
- Tell EMS when and what you last ate.

911

- Find out ahead of time whether your EMS service charges, whether their services are covered by your medical insurance, and what their policy is about charging if insurance does not cover the charges.
- Find out in advance if organizations exist in your city which provide foreign language translation services, e.g., American Red Cross and services clubs. Organizations like this will assist you in communicating with an EMS call taker during an emergency call.
- Know the location of the nearest public telephone if you do not have a telephone. Pay telephones permit dialing 9-1-1 or "O" calls for free. Also know the location of the nearest neighbor with a phone, emergency call box, fire or police station.
- Know that your safety will improve as you learn to speak English and are able to report an emergency in English.
- Ask your local EMS service to give a presentation in your neighborhood, at a church, club, school, or apartment building.
- Be sure to call EMS professionals in a medical emergency; they are not police.



# Bilingual Audiences

*Make the Right Call to EMS*







**make**  
*the right*  
**call**

EMERGENCY MEDICAL SERVICES

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#### **INSIDE THIS KIT**

*...you will find many communication tools designed to help send lifesaving EMS messages to people of all ages in your community.*

##### **Workshop Guidelines, Talking Points and Handout Sheets**

This section provides guidelines for instructors of education workshops and includes reproducible handouts for participants, such as non-emergency phone sheets, safety tips for parents and an EMS quiz for kids.

##### **Classroom Presentation Guidelines**

This section provides guidelines for working with schools to teach children about EMS. Sample activities and handout sheets are included.

##### **Media Materials**

This section provides samples of items needed to encourage media publicity of EMS messages, including sample press releases, print public service announcements, and scripts for radio public service announcements.

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**Informational Pamphlet**

This stand-alone piece can be used to educate the public about EMS without conducting a formal campaign. Quantities of this pamphlet are available by writing to the address below.

**Evaluation Guidelines**

This section details how to evaluate your public education efforts, including measuring outreach and the impact of *Make the Right Call* messages.

**Special Audiences Tips**

EMS information for special audiences, such as children, seniors, rural residents and babysitters, is included in the far right pocket.

**Resource Guide**

This booklet contains additional sources of information on EMS public education. All materials listed are available free of charge.

*The United States Fire Administration, the National Highway Traffic Safety Administration and the Maternal and Child Health Bureau are interested in your comments regarding the materials included in this program kit. Please write to EMS Campaign, USFA, 16825 South Seton Avenue, Emmitsburg, Maryland 21727.*

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