

Teacher Resource Pack

**MAKING THE
RIGHT CALL**



**CONSTABLE
CARE
FOUNDATION**

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Teacher Information and In-Class Activity Pack

Performance Type: Puppet Theatre

Topic: Contacting Police, Crime Stoppers, and 000

Duration: 45 minutes (including Q&A time)

Audience Size: Maximum of 120 students

Age Group: K to 3

Synopsis

Who do you call when you need help? There are many people in our community who can offer assistance, but sometimes there are too many numbers to choose from. Join Constable Care as he teaches Zac the right numbers to call when he is in emergency situations.

Should Zac call 000 when his friend Teagan is injured? Is the Police 131 444 number the right one to call when his aunt is robbed? Should Zac call Crime Stoppers 1800 333 000 when he witnesses vandalism?

Making the Right Call teaches children how to identify an emergency, the correct phone numbers to use in a range of situations, and how they can play an active role in keeping their friends, family, and community safe.

Concepts Addressed

- Identifying an emergency
- Important phone numbers for Police, Crime Stoppers, and Emergency 000
- Community crime prevention
- Reporting a crime
- Making an anonymous report

HOW TO USE THIS RESOURCE

Section 1 should be used prior to the performance. These activities are designed to introduce students to the concepts explored in the play to support their engagement with the performance.

Section 2 is to be used on the day of the performance, reminding students of key topics and giving them an outline of how the performance will run, focusing them for the interaction with the performers.

Section 3 is designed as a set of activities to extend the learning after watching the performance of Frenemies. These activities support the learning generated in the performance and solidify student's understanding of the topics.

PLEASE NOTE

Constable Care Child Safety Foundation invites schools to participate in pre- and post surveys to determine the impact that our incursion has had on students' knowledge, attitude and behavioural intent. If you would like to participate in this simple, completely anonymous in-class evaluation process, please contact us at education@constablecare.com.au and we will send you the materials.

01

Introducing Key Concepts

In the days leading up to the performance we suggest you talk to students about the performance they will see (described in Section 2). Introduce students to the key messages in the play through some, or all, of the in-class activities in this section.

Key concepts for this performance

- Naming trusted people in the community who can help students stay safe and healthy.
- Knowing how to assess a situation and deciding who and when to call for help.
- Knowing how to call Triple Zero in an emergency or to contact Police or Crime Stoppers for other issues.
- Knowing what to do when finding a discarded needle.
- Practising ways of asking for help in a range of different situations and scenarios.
- Simple actions and decisions students can take to keep themselves and others healthy and safe.

In class activity: Who Do We Call?

What is an emergency?

1. Using a whiteboard to write down the answers, ask students what words they think of when they hear the word 'emergency'?
2. Source a few images that depict potential emergencies (e.g. a person is sick, injured or threatened in some way) and also other situations that may be accidents but are not emergencies (e.g. something minor is broken, a minor car accident, etc.).
3. Ask students to identify which of the situations are emergencies and which are not. Ask them to justify their reasoning.
4. Tell students that there may be a time when they need to ring emergency services in order to help someone feel or be safe in an emergency and that will need to know what number to call and how to request help.
5. Ask students if they know what number they need to call in an emergency. If no-one knows, advise them it is 000 for Police, Fire, and Ambulance.
6. Ask students if they know who they call if the situation is not an emergency. Responses might include police, a parent or teacher for example.

What is a crime?

1. Explain to students that there may be other situations that are not emergencies but where they might still need help from the police. Ask students if they know what a "crime" is and seek responses.

2. Explain to students that a crime is where someone breaks the law. Explain that laws are the rules of our community and are there to protect everyone, so if someone breaks the law they are committing a crime. Ask students to list the different types of crimes they know of (e.g. theft, assault, fraud, vehicle theft, arson, property damage, etc.) and write their responses on a whiteboard.
3. Play a memory game with students by placing twelve objects on a table and having students try and memorise them for 30 seconds. Cover the objects and then see how many the class can remember. Write their responses on the whiteboard and then compare the list to the uncovered objects.
4. Explain to students that if they see a crime or know of a crime they need to remember what they saw and report it to the police or Crime Stoppers so they can help keep the community safe. Ask students if they know the number they call to report a crime to Police. If no-one knows, tell students that they would call 131 444.
5. Tell students that sometimes they might not feel safe reporting a crime if they think people might find out, so they can call Crime Stoppers on 1800 333 000 and report a crime anonymously. Explain that they are still telling the police, but that they won't ask their name or any of their personal details.
6. Recap by writing "Emergency", "Crime" and Anonymous" on the whiteboard and asking students if they can remember the three numbers they call and in what situation. Write the correct responses next to each and prompt if students can't remember:
 - 000 for Police, Fire or Ambulance in an emergency
 - 131 444 for Police when it is not an emergency or to report a crime
 - 1800 333 000 for Crime Stoppers if you want to report a crime anonymously

02

Delivering Key Messages

On the day of the performance students will view the puppet play and then participate in an actor-led Question & Answer session at the end that is designed to reinforce the key messages from the performance itself. This session usually takes the form of a "game show" and is interactive in nature, with students being invited up on stage to answer questions and then being awarded small merit prizes. The sessions are facilitated and managed by the Constable Care actors so that all children involved are able to successfully provide the right answers for the group.

Curriculum Links

Students who take part in the two In-Class Activities and watch the Performance will have addressed the following learning outcomes from the Australian Curriculum Level 2. Similar outcome areas would be addressed for students at Level 1b and Level 3.

Health and Physical Education: Personal, Social and Community Health

Being healthy, safe and active

- Practise strategies they can use when they need help with a task, problem or situation

English: Literacy

Interacting with others

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions

General Capabilities: Literacy

Composing texts through speaking, writing and creating

Use language to interact with others

- Composing texts through speaking, writing and creating
- Use language to interact with others

Personal and Social Capability

Social awareness

Contribute to civil society

- Describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them

Social management

Communicate effectively

- Use verbal and nonverbal communication skills to respond appropriately to adults and peers

Make decisions

- Practise individual and group decision making

Develop leadership skills

- Take responsibility for their own actions

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

- Pose questions to identify and clarify issues, and compare information

Ethical Understanding

Understanding ethical concepts and issues

- Recognise ethical concepts

Exploring values, rights and responsibilities

- Explore rights and responsibilities

Once back in class after taking part in the performance, have students complete the “Constable Care Challenge” which is included for your use in the enclosed Kid’s Activity pack. We are happy for you to photocopy as many of these and the Activity Sheets as you need for your class and Constable Care waives all royalty reporting requirements and payments in relation to copying of works for these sheets and the take-home Certificate.

The four tasks in the Challenge are designed to reinforce the key learning outcomes from the performance. It isn’t meant to be a test – it is simply a revision and reinforcement exercise and students don’t need to give the “right” answers.

In class Activity: Role Play

1. Explain to students that they are going to practise ways of asking for help in different situations.
2. Copy and distribute the Telephone Activity Sheet included in the Kid’s Activity pack to each student. Have students practise ringing Triple Zero 000, Police 131 444 and Crime Stoppers 1800 333 000 on the illustrated phone.
3. Describe an Emergency scenario and ask students to describe what actions they should take, which service they would contact, and then what they would say to the person, ensuring they give the needed information.
4. Repeat this exercise with different scenarios for students reporting a crime to Police, and then anonymously reporting a crime to Crime Stoppers.
5. Describe a scenario where students find a needle in the park or playground. Ask students if this is an emergency, a crime or neither, and explore which they think it might be and why. After discussion, advise students that it actually isn’t an emergency or a crime, so who would they tell about this? Appropriate responses could include a teacher, adult, older sibling, parent etc.
6. Distribute the Needle Safety Activity Sheet from the Kid’s Activity Pack and have students draw a picture about telling an adult that they have found a needle.

04

Recognition & Parent Engagement

The final page of this resource kit is a "Constable Care Certificate of Participation" that recognises the student's attendance at the performance and also contains the key messages from the content. We encourage you to copy this and give one to each member of the class to take home at the end of your post-performance in-class activities. Constable Care waives all royalty reporting requirements and payments in relation to copying of this Certificate.

The Certificate of Participation serves a dual purpose in reinforcing the performance outcomes:

- Firstly, it provides tangible recognition for students having taken part in the performance and in-class activities and recognises that they have demonstrated their learning in the performance Q&A and the "Constable Care Challenge" in-class activity.
- Secondly, the Certificate can be useful for parents to engage their children in conversation regarding their day at school and what they have learnt. This is beneficial for parent-child communication and also assists us in making sure that parents understand and reinforce the same key concepts that their child has taken away from the performance.



THE CONSTABLE CARE “MAKING THE RIGHT CALL” CHALLENGE!

Task 1

Draw a line to match the number with the service.



1800 333 000

131 444



000



Task 2

Circle the number you would call to report a crime anonymously?

131 444

000

1800 333 000

Circle the number you would call to report an accident or crime?

131 444

000

1800 333 000

Circle the number you would call to report an emergency?

131 444

000

1800 333 000

THE CONSTABLE CARE “MAKING THE RIGHT CALL” CHALLENGE!

Task 3

When reporting a crime “anonymously” you always need to give them your name.

 True False

Task 4

Circle the right one.

You are at home when your Mum collapses on the floor!
You try to talk to her but she’s not answering.

You need to call:

131 444

000

1800 333 000

Tick the right one.

When the person on the phone answers, you need to ask them for:

 Fire Ambulance Police

Circle the right ones.

You need to tell the person on the phone the following important information!

Your address

Your cat’s name

Your name

Your favourite
TV show

How many
brothers and
sisters you
have

What just
happened

THE CONSTABLE CARE “MAKING THE RIGHT CALL” ACTIVITY SHEET

Use the telephone keypad to press the numbers you would call for Emergency, Police or Crime Stoppers:



**THE CONSTABLE CARE
NEEDLE SAFETY ACTIVITY SHEET**

**IF YOU SEE A NEEDLE, STAY AWAY.
TELL AN ADULT STRAIGHT AWAY!**



Draw a picture below of what you would do next:

CERTIFICATE OF PARTICIPATION



**CONSTABLE
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**AT SCHOOL TODAY I WATCHED A
CONSTABLE CARE PERFORMANCE CALLED**

“MAKING THE RIGHT CALL”

AND SUCCESSFULLY COMPLETED THE

**CONSTABLE CARE
MAKING THE RIGHT CALL
SAFETY CHALLENGE!**

**I HAD FUN WITH ZAC AND CONSTABLE CARE LEARNING
ABOUT REPORTING EMERGENCIES, ACCIDENTS
AND CRIMES, AND EVEN HOW TO REPORT CRIMES
ANONYMOUSLY IF I NEED TO!**

CONSTABLE CARE'S TOP TIPS FOR REPORTING EMERGENCIES AND CRIMES:

1. There are trusted people in the community who can help us stay safe and healthy.
2. It is important to know who and when to call for help.
3. We should always know how to call Triple Zero in an emergency, telephone Police on 131 444 to report a crime, or ring Crime Stoppers on 1800 333 000 to report something anonymously.
4. If we see a needle then stay away, tell an adult straight away.
5. It is important to keep our eyes open and remember what we see so we can tell Police about it when we need to!



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