



RHIÂN WILLIAMS
with pictures by TOM JELLETT



EMERGENCY! EMERGENCY! VEHICLES TO THE RESCUE



wild dog

TEACHERS' NOTES

EMERGENCY! EMERGENCY!

VEHICLES TO THE RESCUE

WRITTEN BY RHIÂN WILLIAMS

ILLUSTRATIONS BY TOM JELLETT

Blurb

Fire trucks, police cars and ambulances too! Here come the vehicles to rescue you.

A delightful picture book about the rescue vehicles who bring people to help us in times of need.



Specifications

| | |
|-------------------|--|
| Author: | Rhiân Williams |
| Illustrator: | Tom Jellett |
| ISBN: | 9781742036106 |
| Format: | 230 x 270mm |
| Extent: | 32pp self-ended |
| Binding: | Hardback |
| Reading Level: | 5+ |
| Interest Level: | 3+ |
| Category: | Fiction |
| Curriculum Links: | Literacy, Humanities & Social Sciences, Health |

Australian Curriculum Outcomes

ENGLISH

FOUNDATION: • ACELT1577 • ACELY1646

• ACELY1784 • ACELY1648

YEAR ONE: • ACELA1443 • ACELA1444 • ACELA1787

• ACELT1582 • ACELA1468

YEAR TWO: • ACELT1591

HASS – HUMANITIES & SOCIAL SERVICES

FOUNDATION: • ACHASSI008 • ACHASSI002

• ACHASSI005 • ACHASSI010

YEAR ONE: • ACPPS003 • ACHASSI019 • ACHASSI025

• ACHASSI024 • ACHASSI022

YEAR TWO: • ACHASSI041 • ACHASSI037 • ACHASSI040

• ACELY1666

HEALTH & PHYSICAL EDUCATION

FOUNDATION: • ACPPS003 • ACPPS005

YEARS ONE & TWO: • ACPPS020 • ACPPS021

• ACPPS018

YEARS THREE & FOUR: • ACPPS038

Themes

- EMERGENCY VEHICLES
- EMERGENCY SERVICES • POLICE
- FIRE BRIGADE • AMBULANCE
- RESCUE • HEALTH • SAFETY
- WATER SAFETY • FIRE SAFETY
- PEOPLE IN OUR COMMUNITY
- EMERGENCY CAREERS

ABOUT THE AUTHOR



RHIÂN WILLIAMS

RHIÂN WILLIAMS lives in country New South Wales. Her first book *Ten Little Figs* was a 2020 CBCA Notable Book and was shortlisted in the 2020 Speech Pathology Australia Book of the Year. *Emergency! Emergency! Vehicles to the Rescue* is her second book. As a volunteer with her local bushfire brigade, Rhiân is delighted that this book shows all the work done by emergency workers and vehicles to keep us safe.

WRITING STYLE

Emergency, Emergency – Vehicles to the Rescue is written in bright, energetic rhyme. The combination of rhyme and vocabulary make for a fast-paced, engaging book for younger readers. It appeals to readers of a wide age range and interests.

ABOUT THE ILLUSTRATOR

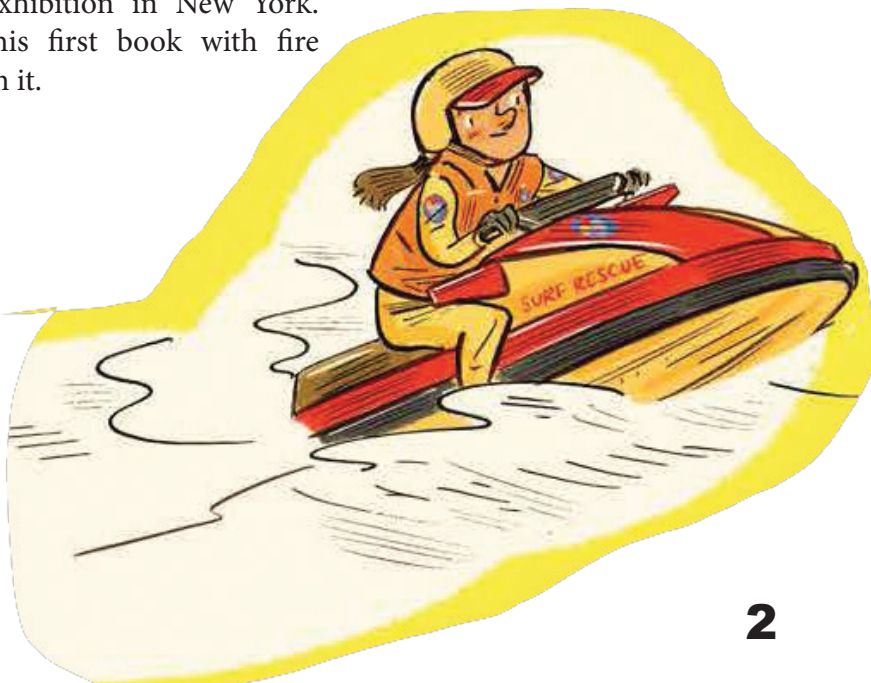


TOM JELLETT

TOM JELLETT is a Sydney-based artist who has illustrated many picture books, including the much loved and best-selling *My Dad Thinks He's Funny*, by Katrina Germein. His work can also be seen in national magazines and newspapers, including *The Weekend Australian*. Tom was included in the Editorial category for the 2020 Society of Illustrators annual exhibition in New York. This is his first book with fire engines in it.

ILLUSTRATION STYLE

Tom Jellett's colourful illustrations add extra drama to the role of rescue vehicles, and a sense of hopefulness. Though rescue vehicles are at the forefront of each page, the illustrations emphasise the important role of emergency personnel and the relief they provide. Jellett's bright colours and characterisations is also a tribute to rescue workers.



Before Reading

- Explore the students' experiences with emergency vehicles and personnel.
 - What is an emergency vehicle?
 - What type of jobs do they do?
 - Have you ever seen or been inside an emergency vehicle?
- Examine the cover.
 - Conduct a 'turn and share' exercise where, in pairs, one child shares what they think the book my might about. The listener then shares their partner's response with the class.
 - Ask children if *Emergency Emergency* could be fiction or nonfiction.
 - Ask children if the cover raises any questions for them.
 - List any questions that might need further investigation after reading.
- Discuss parts of the book.
 - Discuss format of the book - hardcover.
 - Point out and discuss the role of endpages, title page and the imprint page.
 - Ask children to describe what an author and an illustrator might be.
 - If age appropriate, introduce the children to the idea of a publisher and what they might do.
- Read the blurb.
 - After examining the cover and reading the blurb, ask children to share questions they may now have about the book. Use the opportunity to share the difference between statements and questions.

After Reading

Discussion

Discuss the different types of emergencies presented in *Emergency, Emergency*.

- Discuss the difference between a natural disaster, an accident and human error.
- Create a list of emergency types.
- Return to spreads 10 & 11, 18 & 19, 20 & 21 and 26 – 27.
- Ask children where they would place these emergencies in the lists?
- Choose the appropriate spread to the class's local needs and explore ways the emergency might have been avoided.

Spread 8 & 9

- Discuss what other fires the brigade may have to put out.
- Consider different types of fires and where they may occur.
- Encourage children to think about the risks firefighters face.
- Discuss the sort of person would make a good firefighter.

Spread 10 & 11

- Ask children what they would do if they became lost.
- Create a list of 'safe' people children could approach if they became lost.
- What would be the difference between becoming lost in the city compared to in the bush? Discuss strategies.

Spread 16 & 17

- How many different types of emergencies are helicopters involved in throughout the book?
- Can the children think any other emergencies where helicopters might be used?
- What makes helicopters able to be used in so many different types of emergencies (Hint the answer is on the Facts Page)
- Have the children any examples of where helicopters might not be able to be used?

Spread 28&29

- Discuss the spread and ask children to identify the different emergency groups gathered.
- What type of emergency might need the different types of services?
- Ask children to suggest what the emergency might be.
- What role would a mobile command post play? What might happen with out one?

Activities

Discuss the language used in *Emergency Emergency*. Explore the meanings of any words the children aren't familiar with. Create a Word Cloud of *Emergency Emergency* vocabulary. <https://www.wordclouds.com/>

As a class discuss the different emergencies depicted in *Emergency Emergency*. Ask students what they know about each of the situations.

Lead the discussion to emergency readiness. Ask students what safety messages they are familiar with.

- Get down low and go go go (for use if they are caught in a house fire)
- Stop Drop and Roll - burn prevention message
- Kids Do the Five and Stay Alive - a water safety message about swimming pools <https://kidsalive.com.au/videos/animations/kids-alive-do-the-five/>
- Lifejackets save lives
- Smoke alarms save lives
- Road Safety Messages
- Change your clock, change your smoke alarm battery.
- Discuss school safety rules and messages. Reinforce any not brought up by the children.

Discuss methods students may use to remember safety messages. What helps to remember them?

- Discuss repetition, singing and rhyme
- Why would these be useful.
- Return to *Emergency Emergency* and explore techniques the authors uses to tell her story.

- Allocate children a school safety topic. In pairs, have children create their own slogans and posters for display around the school.

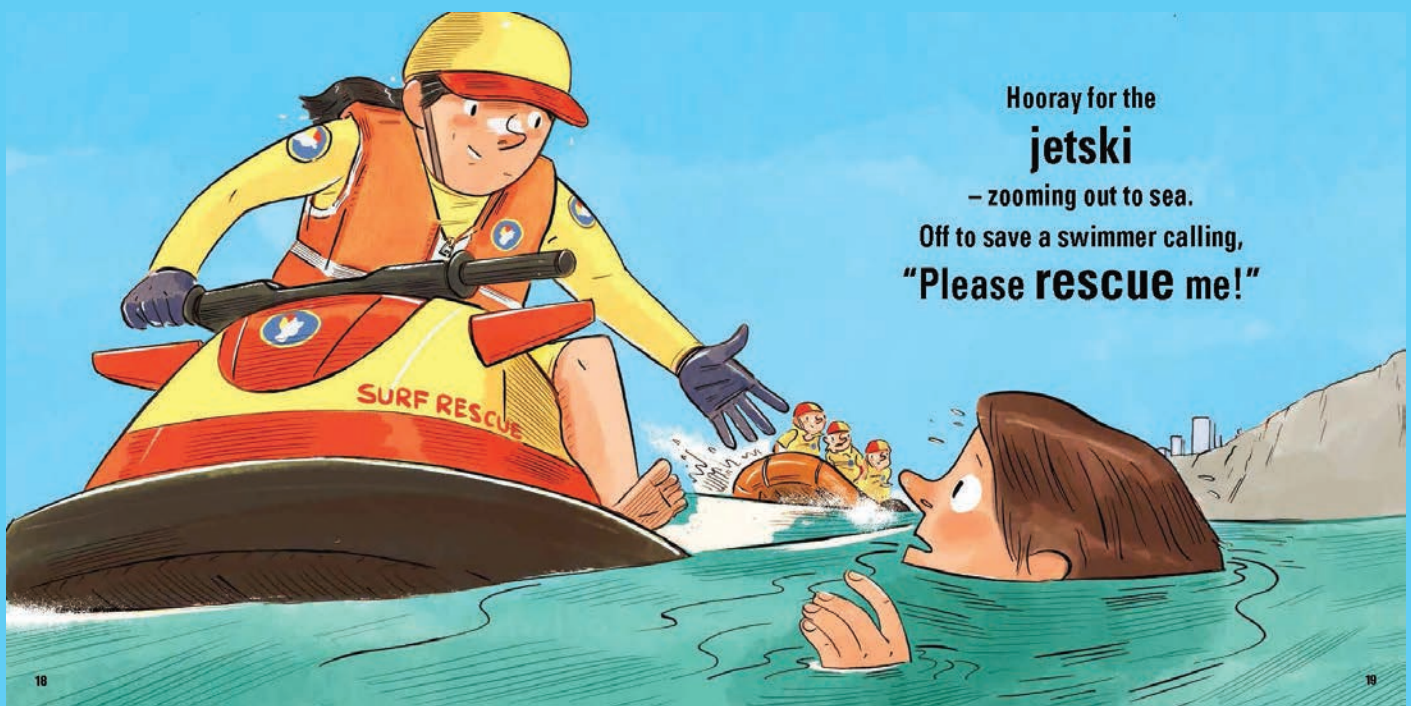
In groups of three, allocate children a double spread from the text. Ask them to create a rap, or performance of that spread. These could be recorded for display.

- Depending on children's age and time availability, ask children to write another stanza or two about the rescue and perform that. They may like to do before the event, the page from the book, and the result of the rescue.

Create the following headings on the whiteboard – nouns, verbs, adjectives.

- Return to the text and as a class and guide children to classify words from the text.
- This activity can also be done on an interactive whiteboard. Use the highlighting tool to identify the work types.

Discuss the different rescue vehicles used by the surf life savers in the spread.

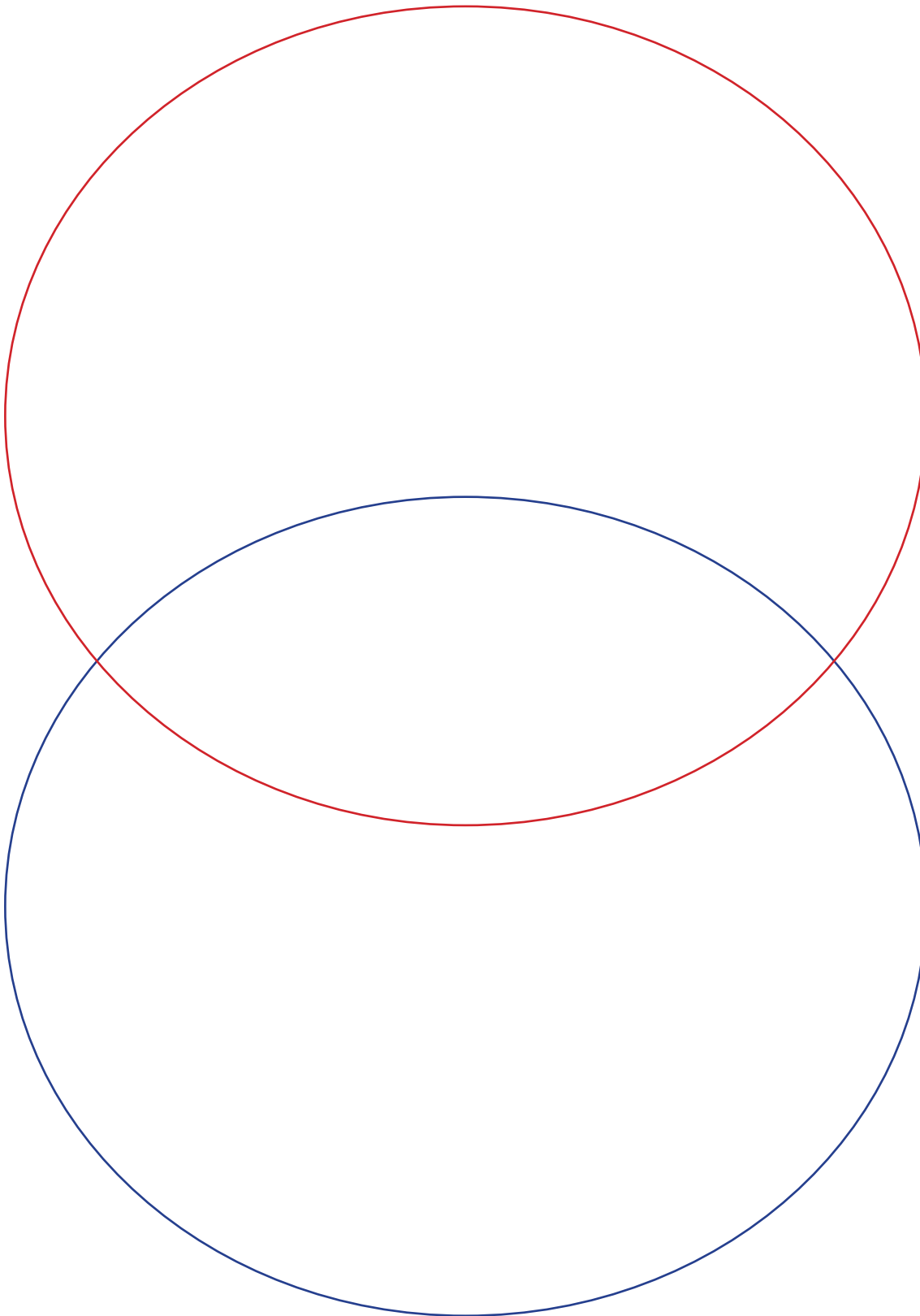


What would be the advantages and disadvantages of both?

1a. Ven Diagram 1

Create a Venn Diagram handout and ask students to consider a rescue at sea.

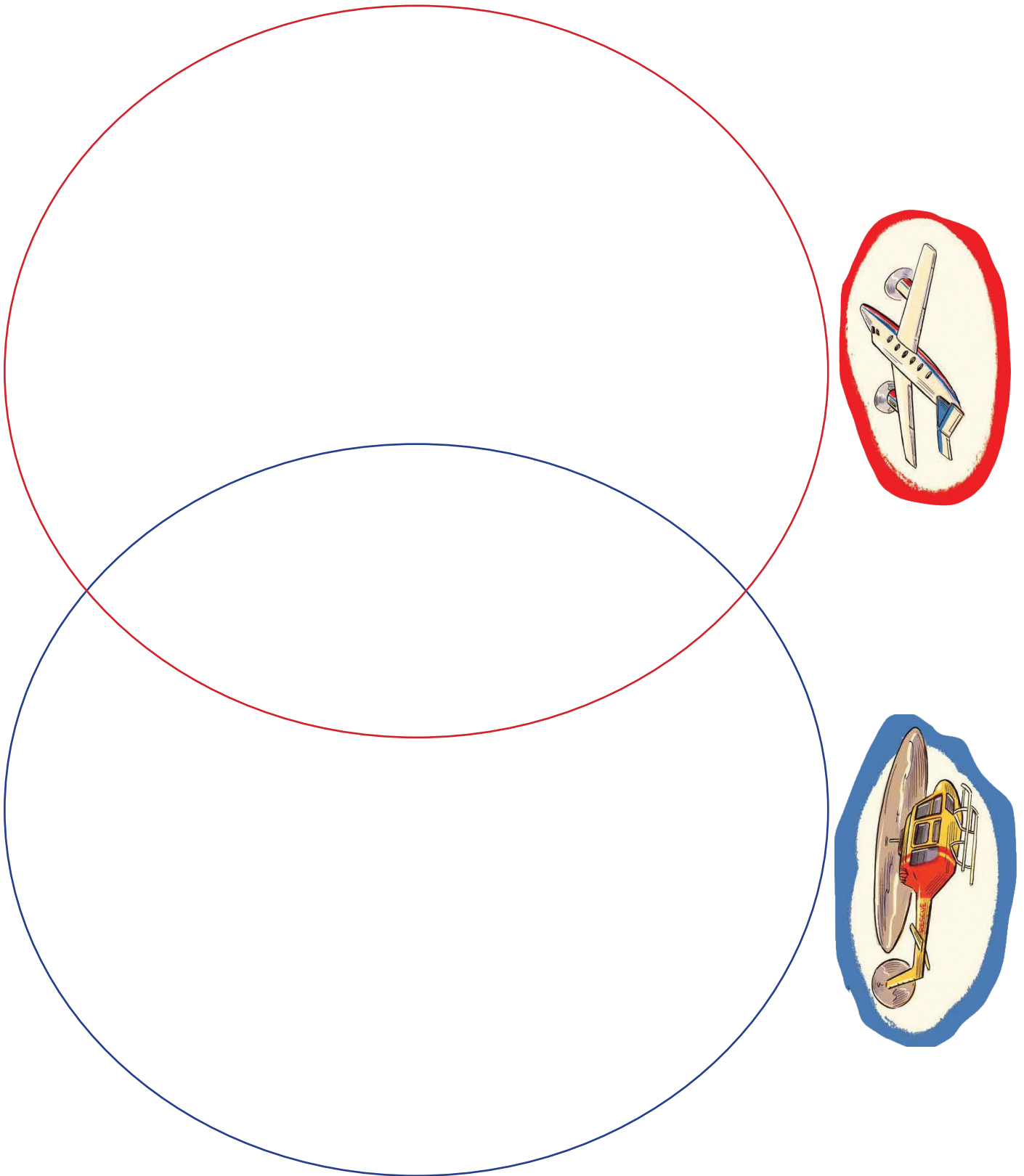
- Ask students to list in the rescue jet ski circle the reasons why this emergency vehicle might be used in a rescue at sea.
- Ask students to list in the rescue dinghy circle the reasons why this emergency vehicle might be used in a rescue at sea.
- Ask students to list any of the features common to both vehicles in the overlapping section.



1b. Ven Diagram 2

Create a Venn Diagram handout that looks at the differences between the use of a helicopter versus a plane in a rescue situation.

- Ask students to list in the helicopter circle the reasons where this emergency vehicle might be used.
- Ask students to list in the helicopter circle the reasons where this emergency vehicle might be used.
- Ask students to list any of the features common to both vehicles in the overlapping section.





share their work with the class and explain their decisions.

- Discuss with children disaster readiness.
- What type of preparation could they do with their families?
- List what could be included, and why. Items may include, depending on the age of the students:
 - Portable battery-operated radio
 - Waterproof torch
 - Spare batteries
 - First aid kit with manual
 - Candles with waterproof matches
 - Woollen blankets
 - Emergency contact numbers - family and friends and emergency services
 - Waterproof bag for valuables
 - Favourite toy or book
- In groups of three, have children create their own emergency survival kit to share with the class. Encourage them to explain their choices.
- Revisit the facts page about the emergency vehicles.
 - What fact was surprising?
 - What was most interesting?
 - Allocate pairs an emergency vehicle to research. Ask them to find one interesting fact they could add to the fact presented in *Emergency Emergency*. Present the results on an *Emergency Emergency* poster in the classroom.

2. Take Care

Planning is the key to being prepared for any emergency. Ask students to consider the following:

- How do you plan to keep your pets safe during a fire or weather emergency?
- How do you think farmers might plan to care for their livestock in such an event?
- How might fire-fighters protect ecologically sensitive communities? (As an example in the recent Californian wildfires firefighters wrapped the sequoias in special fire blankets to protect them and in NSW firefighters took special measures to protect the Wollemi Pines.)

3. List It

- What other equipment do surf lifesavers use?
- (rescue boards, flags, radios, megaphones, rescue tubes, ring buoy, binoculars, beach vehicles etc)
- Create a list on the whiteboard with the heading Vehicle, Non-Vehicle
- Discuss the pros and cons of each piece of equipment, and when they might be used.

Invite one or several emergency workers to speak to the class. Before the visit, work with children to prepare questions. Encourage children to word questions in a way that encourage detailed information from your guests.

- After the visit, have children write a report for the school newsletter, or for a safety display in class. If several workers speak, choose children to report on a specific guest.
- Discuss how emergency vehicles look. Consider colour, alarms, lights.
 - Ask children for their observations.
 - After the discussion, children create, colour and label an update to a current emergency vehicle. The class could all do the same vehicle, or choose their favourite.

After completing the task, ask children to





Before we go ...

People dealing with emergencies have lots of details they need to pay attention to and getting things right all the time can be very difficult.

In the first edition of *Emergency Emergency*, the Facts Pages says SES stands for Special Emergency Service. We think all our emergency services are pretty special, including the SES. However, their name actually stands for State Emergency Service.

As an activity, ask students to brainstorm as many names of emergency services as they know; such as police, ambulance, fire and rescue, coast guard, Rural Fire Service, SES etc. Set a treasure hunt to see if they can find the service in the Facts Pages that doesn't have quite the right name.

Useful Resources

- [https://www.dfes.wa.gov.au/schooleducation/teachersandschools/middleteachersGuide/Stop,_Drop,_Cover_and_Roll_\(Teachers_Notes\).pdf](https://www.dfes.wa.gov.au/schooleducation/teachersandschools/middleteachersGuide/Stop,_Drop,_Cover_and_Roll_(Teachers_Notes).pdf)
- <https://www.kidcyber.com.au/fire-safety>
- https://www.cfa.vic.gov.au/ArticleDocuments/217/CFA_HomeFireSafety_Primary_Level_1-2.pdf.aspx
- <https://www.royallifesaving.com.au/educate-participate/education/classroom-resources>
- <https://www.cfa.vic.gov.au/schools/primary-schools>
- NSW Rural Fire Service <https://www.rfs.nsw.gov.au/resources/schools/teachers/primary-school>
- NSW SES - educational resources on staying safe in flooding: <https://www.ses.nsw.gov.au/for-schools/primary/>
- The NSW Fire and Rescue Service also have educational resources <https://www.fire.nsw.gov.au/page.php?id=71>
- Northern Territory – <https://www.pfes.nt.gov.au/fire-and-rescue-service/community-engagement>
- Queensland Fire & Emergency Services – <https://www.qfes.qld.gov.au/safety-education>
- South Australian MFS – <https://www.mfs.sa.gov.au/community-safety/teachers-resources/>
- Tasmania Fire Service – <https://www.tfseducation.com.au/>
- VIC EMERGENCY <https://www.cfa.vic.gov.au/>
- Western Australia - Department of Fire & Emergency Services – <https://www.dfes.wa.gov.au/schooleducation/Pages/default.aspx>

