



# LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY CLUSTER

## LESSON 2

<b>Lesson Plan Title:</b> Emergency Response		<b>Instructor:</b>
<b>Suggested Total Time for Lesson (minutes):</b> 35 minutes (1 day)		
<b>Content Focus - What Will Students Learn? (Content Skill Sets)</b>		
Emergency and Firefighting Management Services 0972.LA.2207.9 Articulate the role of an emergency dispatcher as a member of an agency's public safety team and relating to the National Incident Command/Management System 0972.LA.2207.10 Assess the role of the Public Safety Telecommunicator and responsibility for first responder safety		
<b>Materials and Resources- What do you need to assemble and prepare before the lesson?</b>		
<b>Materials:</b>		<b>Resources:</b>
		<ul style="list-style-type: none"> <li>• Car Accident Scene Scenario</li> <li>• <i>You Are the Help Until Help Arrives</i> (<a href="http://fema.gov">fema.gov</a>)</li> </ul>
<b>Lesson Outline: What learning activities will your students do?</b>		
<b>Time</b>	<b>Sequence/Description of Learning Activity</b>	
10 minutes	<p><b>Get Started/Explain:</b> *Please read the Until Help Arrives summary in the resource file before you start this lesson</p> <p>9-1-1 Operators are highly trained and will help callers:</p> <ul style="list-style-type: none"> <li>• Assess what's going on</li> <li>• Take appropriate action</li> <li>• Be as safe as possible</li> </ul> <p>The questions the operator ask help to send the right emergency responders to the right place. Depending on the situation, they will give specific instructions. It is important for the caller to follow their lead and then let them coach through the situation</p> <p>(Optional: play a 9-1-1 call video. You can find one on your own or use the one in slide 29 or 30 of the UHA (Until Help Arrives) slide deck in resources)</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>• How many have you have ever called 9-1-1?</li> <li>• If you have called 9-1-1, rate how calm or not calm you were using your fingers, on a scale of 1-5 (1=not calm and 5=really calm)</li> </ul>	

<p>25 minutes</p>	<p><b>Discover/Engage/Practice:</b>  Students should be in pairs of two for this activity.</p> <p>Use the Car Accident Scene Scenario found in the resource file and have students' role play with one student as a witness and one student as a 9-1-1 operator. (Then switch roles)</p> <p>911 Operator question examples</p> <ol style="list-style-type: none"> <li>1. 911. What is the exact location of your emergency?</li> <li>2. What is your name?</li> <li>3. How do you spell your last name?</li> <li>4. What is the problem? Tell me exactly what happened.</li> <li>5. Does anyone need help?</li> <li>6. Is the person conscious?</li> <li>7. Is the person breathing?</li> </ol> <p>The call should include:</p> <ul style="list-style-type: none"> <li>• <b>Specific locations</b> like mile markers, closest exit, road signs, buildings/businesses, direction of travel</li> <li>• <b>Incident Details</b> like car position, number of cars involved, weather conditions</li> <li>• <b>Injuries:</b> Awake? Talking? In Pain? Breathing? Bleeding?</li> <li>• <b>Potential Hazards:</b> Flammable liquids, unstable ground, oncoming traffic, downed power lines, severe weather</li> </ul> <p>Key Points:</p> <ul style="list-style-type: none"> <li>• Always call 9-1-1 as soon as possible, but never delay bleeding control or moving someone away from imminent danger</li> <li>• Provide as much specific information as possible including where you are, what happened, how many are injured, the severity of the injuries, and any potential hazards.</li> <li>• Follow the operator's instructions and guidance</li> </ul>
	<p><b>Check for Understanding/Summarize/Close:</b></p> <ul style="list-style-type: none"> <li>• Are students able to articulate the role of an emergency dispatcher as a member of an agency's public safety team?</li> <li>• Do students understand the role of the Public Safety Telecommunicator and responsibility for first responder safety?</li> </ul>
<p><b>Modifications, Support, and Extensions (for those students with IEP)</b></p>	
<p><b>Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?</b></p>	