

Teacher:  
B. Mason

Subject Area:  
**Principles of Law, Public Safety, Corrections & Security**

Room No.:  
517

Unit VI  
Fire Protection Services

Lesson Title:  
The Role of Emergency Medical Services

Lesson Date:  
03/9 – 03/13

Meeting Time/Period:  
1<sup>st</sup>, 3<sup>rd</sup> 5<sup>th</sup>

Grade Levels:  
9 - 11

TEKS:  
§130.292(c)  
(3)(A)(B)(C)  
(8)(F)

Essential Question:  
How do  
emergency  
medical services  
work within the  
scope of public  
safety?

The student will / can...

- Define the following key terms: EMS, private EMS, public EMS, professionalism, core values, continuous care and transfer, patient advocacy, and public safety answering point (PSAP).
- Distinguish between public EMS and private EMS.
- Identify the purpose of public safety answering points (PSAP).
- Describe the role and responsibilities of the EMS professional.
- Discuss the history of EMS.
- Detail various careers in EMS.
- Explain how ethics affect interactions with patients, healthcare professionals, and the public.

Activities:

03/10/15

Engage

View a video clip that introduces the concept of EMS. To find a video do an Internet search for the following: Emergency Medical Technicians College Grad Careers video. Ask the students if they have ever been personally involved with a medical emergency or an emergency with a friend or loved one. Ask the students to discuss how they felt during this time. Then ask the students how the EMS professional helped them during the emergency. Use the Discussion Rubric for assessment.

***History of EMS Research.*** Have students research the history of EMS and create a “Top 10” list of the most important moments in EMS history. Have the students explain why they selected each of the moments. Use the Research Rubric for assessment.

03/12/15

***EMS Professional Guest Speaker.*** Invite an EMT, paramedic, or dispatcher to come and speak to the class about his or her experiences as an EMS professional. Before he or she arrives have students write one question that they want to ask the speaker on a piece of paper. Check the questions and then give them to the speaker to read and answer as he or she speaks. Have students write a short reflection about the experience. Use the Individual Work Rubric for assessment

**Mock Crisis Scenario.** Create a crisis scenario such as a natural disaster. Divide the students into four groups. Have the groups represent EMS, law enforcement, injured victims, and community members. Have each group discuss the main concerns and objectives for their group. Then reassign a member from each group to make a new group that includes a representative from each of the first groups. Have the new groups work together to create a plan of action. Use the Individual Work Rubric for assessment.

Marzano Strateg(ies):

- Summarizing and Note taking
- Classroom work and Practice
- Providing Feedback
- Recognition
- Q & A

Instructional Delivery:

- Warm up
- Unit VI Fire Protection Services Notes

Independent Practice:

- Review Notes Unit VI Fire Protection Services
- Unit VI Fire Protection Services Quiz
- Engage Fire Protection Services Review Notes

Closure: Upon completion of lesson, students will be able to answer the following questions:

Texas Essential Knowledge and Skills for Career and Technical Education  
§130.292. Principles of Law, Public Safety, Corrections, and Security (One-  
Half to One Credit).

(3) The student formulates ideas, proposals, and solutions to  
address problems related to law, public safety, corrections, and  
security in order to ensure effective and efficient delivery of services. The student is expected to:

(A) use logical constructions to formulate ideas, proposals,  
and solutions to problems;

(B) formulate ideas, proposals, and solutions to ensure  
delivery of services; and

(C) use critical-thinking skills to solve ethical issues identified  
in law, public safety, corrections, and security.

(8) The student identifies the roles of the public safety professional.  
The student is expected to:

(F) examine the role of emergency medical services in public  
safety;

Materials/References:

The Role of Emergency Medical Services computer-based presentation  
Computers with Internet access or reference books

Grafft, J. A. (2012). Essentials For The Emergency Medical Responder.  
Clifton Park: Delmar Cengage Learning.

U.S. Bureau of Labor Statistics. (2013, January 7). EMTs and Paramedics.  
Retrieved from Occupational Outlook Handbook:

<http://www.bls.gov/ooh/healthcare/print/emts-and-paramedics.htm>

U.S. Bureau of Labor Statistics. (2013, January 8). Police, Fire, and  
Ambulance Dispatchers. Retrieved from Occupational Outlook  
Handbook: [http://www.bls.gov/ooh/office-and-administrativesupport/  
police-fire-and-ambulance-dispatchers.htm#](http://www.bls.gov/ooh/office-and-administrativesupport/police-fire-and-ambulance-dispatchers.htm#)

<http://www.fcems.org/EMS-purpose.html>

Do an Internet search for the following:

- Emergency Medical Technicians CollegeGradCareers video
- Whonamedit
- Medical-dictionary free
- Basic ems extrication procedures by Elizabeth Otto

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