



HEALTHCARE SCIENCE

COURSE: 25.564 Emergency and Disaster Preparedness

UNIT: 18.1 EMS Communications



INTRODUCTION

Annotation:

Students will demonstrate the ability to communicate effectively through the various avenues within the EMS system by practicing with two-way radios.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: Five 50 minute class periods

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Additional Author(s):

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

HS-EDP-7. Students will analyze the components of an effective search and rescue operation (size-up, search, and rescue) including the methods/techniques that rescuers can use to locate and safely remove victims.

- a. Demonstrate proper communication with both emergency dispatch (911) and other rescuers.

GPS Academic Standards:

ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELAALRC3. The student acquires new vocabulary in each content area and uses it correctly.

National / Local Standards / Industry / ISTE



UNDERSTANDINGS & GOALS

Enduring Understandings:

In responding to emergency situations, effective communication must be practiced. Communication can make the difference in victim outcomes in an emergency or disaster. The rescuer must understand the importance of communicating clearly and concisely with the EMS dispatcher and other rescuers.

Essential Questions:

- How can the rescuer communicate effectively?
- How does the communication process affect your daily life?
- How can disaster response teams work to improve their communications?

Knowledge from this Unit:

- The components of the communication process
- How to improve communications
- The effect communications has on emergency response

Skills from this Unit:

- Communication skills needed to communicate with EMS dispatchers and other rescuers



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

See Culminating Performance Task

Assessment(s) Description/Directions:

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

HS-EDP-7. Students will analyze the components of an effective search and rescue operation (size-up, search, and rescue) including the methods/techniques that rescuers can use to locate and safely remove victims.

2. Review Essential Questions.

- How can the rescuer communicate effectively?
- How does the communication process affect your daily life?
- How can disaster response teams work to improve their communications?

3. Identify and review the unit vocabulary.

- Active listening
- Communication process
- Nonverbal communication
- Verbal communication

Lesson 1:

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
4. Introduce EMS communication by discussing the importance of effective communications and the effect they can have on successful search and rescue operations.
5. Play communication game(s) (see attachment) and discuss how details and listening skills can affect the message being conveyed.

Lesson 2:

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
4. Distribute Interpersonal Communications Handout

5. Divide students into groups of three.
6. Each student should get 1 minute to talk about any topic of their choice. At the end of the minute, the other 2 students should write a summary about what they heard and then compare notes. After each person in the group has had a chance to speak then discuss as a class:

- Were there any differences in what you heard?
- What was heard the same?
- Which parts of the communication process had a direct effect on the outcome of this exercise?

Lesson 3:

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
4. Divide students into pairs
5. Distribute emergency communications activity and complete
6. Have each student write a journal entry about the experience
 - The journal entry should consist of at least five sentences.

Lesson 4:

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary.
4. Divide students into groups of 4
5. Distribute and explain the Class Disaster Plan Activity
6. Allow class time for groups to complete and each group should present their ideas

Attachments for Learning Experiences:

- Communication Games
- Interpersonal Communications Handout
- Emergency Communication Activity
- Class Disaster Plan Activity

Notes & Reflections:



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Class Disaster Plan Activity

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

The students will work as a group to create a communication plan to implement during a disaster

Attachments for Culminating Performance Task:

Class Disaster Plan Rubric



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

- 2 games with detailed instructions,
- Computer
- Internet


What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		

CERT:

Responsibilities for Documentation

- ◆ Provide command post with ongoing information.
- ◆ Document incident status.
 - Incident locations
 - Access routes
 - Identified hazards
 - Support locations



POST-INCIDENT STATUS

INCIDENT LOCATION	INCIDENT TYPE	INCIDENT DATE	INCIDENT TIME

FOR INCIDENT COMMAND: This form is used to document the incident status. It should be completed by the Incident Commander or a designated representative. The form should be submitted to the Incident Commander's office.

Visual 6.8