

USING THE EMERGENCY MEDICAL SERVICES (EMS) AND 911

Performance Standard 24C.C

Using their knowledge of the functions of emergency medical services, students will simulate a phone call to EMS reporting an emergency situation:

- *Knowledge:* Know what the EMS System involves and how to recognize an emergency.
- *Application:* Simulate a phone call to EMS reporting an emergency.
- *Communication:* Explain why an EMS call would be made and what should be said.

Procedures

1. *In order to demonstrate skills essential to enhancing health and avoiding dangerous situations (24C)*, students should experience sufficient learning opportunities to develop the following:
 - Discover the functions of emergency medical services (911).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Discuss what the EMS system involves.
4. Find out what EMS telephone numbers are used by the system.
5. Brainstorm a list of information EMS may require you to give when you call the emergency number.
6. Discuss the importance of giving correct information and staying on the line.
7. Practice simulating EMS calls
8. Test one student at a time in a secluded area.
9. Read them the situation described on the grading rubric.
10. Have the student demonstrate how they would call and what would they say.
11. The teacher or another adult (aide, school nurse, parent volunteer) will act as the dispatcher and ask questions.
12. Check off students as they complete each of the information tasks.
13. Evaluate the student's performance using the attached rubric as follows and add the scores to determine the performance level:
 - *Knowledge:*
 - *Application:*
 - *Communication:*

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One class period for review
- Five minutes per student

Resources

- First aid books or other textbooks and references
- List of information or questions to asked by community EMS provider
- Video-tape equipment
- Using the Emergency Medical Services and 911 Checklist and Rubric

NAME _____ DATE _____

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- Exceeds completes 6 - 8 successfully on check off sheet
- Meets completes 4 - 5 successfully on check off sheet
- Approaches completes 2 - 3 successfully on check off sheet
- Begins completes 1 or less successfully on check off sheet

Directions: Take one student to a secluded area. Read this scenario: *You have come in the house from playing outside only to watch your little brother come around the corner and hit his head on a kitchen counter. He is lying on the floor unconscious, breathing but not bleeding. No one else is home with you; your mom went next door to talk to the neighbor.* Have them act out how they would call for help. Check off list as each as student demonstrates that they can give the information. Teacher will act as dispatcher and ask questions.

Check as each task is demonstrated

1. _____ **Correctly call EMS System.** Dials 911, 0 or seven-digit local number.
2. _____ **Correctly gives first and last name.** Easy to understand
3. _____ **Gives the victim's location.** Give address, names of intersecting streets or roads, and other landmarks if possible.
4. _____ **Gives your phone number.** Although most EMS will have phone number appear, this will allow the center to call back for additional information if needed.
5. _____ **Tell what happened.** Tell the nature of the emergency if known, like heart attack, asthma, drowning, etc.
6. _____ **Gives number of persons needing help and any special conditions.** Give prescriptions, allergies if known, any medical alert tags, age, etc.
7. _____ **What is the victim's condition and what is being done for the victim.** Is the person conscious, breathing, etc. and is CPR, rescue breathing being done.
8. _____ **Always hanging up the phone last!** Or letting the dispatcher tell you its okay to hang up.