

Interagency Cooperation

Media Type: Video

Duration: 52 min.

Goal: To explore the ways public safety agencies work together to protect the public.

Description: Keeping the public safe is a big job, and no emergency response agency or criminal justice agency can do the job alone. Students will learn the different types of agencies responsible for public safety and understand the duties and responsibilities of each agency. Students will evaluate the benefits and challenges to agency cooperation. Finally, students will describe the importance of collaboration between law enforcement and private security.

Objectives:

1. To discuss the importance of police, fire, emergency medical services, court, corrections and security systems working together to protect the public.
2. To explain the roles and responsibilities of first responders.
3. To identify jurisdictional problems which may arise as multiple agencies work together.
4. To differentiate the roles of private security and public law enforcement agencies.
5. To examine the relationship between private security and public law enforcement agencies.
6. To recognize the importance of the operation of 9-1-1 and computer-aided dispatch systems.
7. To explain the relationship between police, fire and emergency medical services



College & Career Readiness Anchor Standards for Reading

Reading Standards for Literacy in History/Social Studies	
Key Ideas & Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	<i>9-10.1</i> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
	<i>9-10.2</i> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
	<i>11-12.1</i> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
<i>11-12.2</i> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	

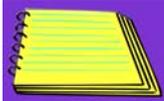
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Law, Public Safety, Corrections & Security Career Cluster (LW)

Cluster	Standard
	Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster™ and the role law, public safety, corrections and security play in society and the economy.
	Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.
	Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.
	Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.
Correction Services Career Pathway (LW-EFM)	Demonstrate leadership roles, responsibilities and collaboration in correctional environments.
	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) while utilizing communications equipment and platforms common to emergency and fire management services.
Emergency & Fire Management Services Career Pathway (LW-COR)	Manage an incident scene as the first responder using emergency response skills.
	Demonstrate an understanding of the objectives and a commitment to the mission of emergency and fire management services.
	Execute protocols for handling emergency situations that range from minor medical and fire emergencies to area wide incidents.
	Describe the elements and issues involved in using the preparedness and response systems available to manage large-scale disasters.
	Analyze the key functions and techniques of critical infrastructure protection in cases of terrorism and/or natural disasters.
Legal Services Career Pathway (LW-LEG)	Compare and contrast different career fields in the legal services.
	Demonstrate effective communications skills (e.g., writing, speaking, listening and nonverbal communication) when communicating security-related directives, technical concepts and other information.
Security & Protective Services Career Pathway (LW-SEC)	Compare and contrast the roles, responsibilities, tools and techniques of the criminal justice and security fields.
	Describe the role of security systems in an overall security strategy.
	Explain the duties of security and protective services personnel in terrorism, homeland security and disaster preparedness.
	Manage crime and loss prevention programs in collaboration with the community.
Law Enforcement Services Career Pathway (LW-ENF)	Explain the appropriate techniques for managing crisis situations in order to maintain public safety.
	Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.
	Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.

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Lesson Plan

Class 1: Begin class by passing out the *Interagency Cooperation Vocabulary Handout* and *Worksheet* for students to use as reference materials. Show the *Interagency Cooperation - Agencies in Public Safety* segment. Students should complete the corresponding *Assessment*. Distribute the *What Would a First Responder Do Activity* and allow the remainder of the class for students to work. Introduce the *Game-Changing Disasters Project* and instruct students to complete as homework.



6 min.

Class 2: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Interagency Cooperation - Emergency Dispatch & Communications* segment and administer the corresponding *Assessment*. Complete the *Dispatch Simulation Activity*.



15 min.

Class 3: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Interagency Cooperation - Collaboration Among Emergency Response Agencies* segment and administer the corresponding *Assessment*. Complete the *Emergency Response Organizational Chart Activity*. Provide class time to work on the their *Projects*.



15 min.

Class 4: Collect the *Game-Changing Disasters Projects*. Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Interagency Cooperation - Collaboration Among Criminal Justice Agencies* and administer the corresponding *Assessment*. Complete the *Criminal Justice Organizational Chart Activity*.



9 min.

Class 5: Remind students to continue using the *Worksheet* and *Vocabulary Handout* as reference materials. Show the *Interagency Cooperation - Collaboration Between Private Security & Law Enforcement* segment. Students should



7 min.

complete the corresponding *Assessment*. Introduce the *Assessing Technology in Public Safety Project*, use remaining class time to allow students to begin the *Project*. Assign remainder of the *Project* as homework.

Class 6: Administer the *Interagency Cooperation Final Assessment*. Have students complete the discussion half of the *Assessing Technology in Public Safety Project*.



Lesson Links

National Association of Emergency Medical Technicians

- www.naemt.org

Federal Emergency Management Agency

- www.fema.gov

American Bar Association

- www.americanbar.org



Career & Technical Student Organizations

SkillsUSA

- Criminal Justice

Health Occupations Students of America

- Emergency Medical Technician
- Public Service Announcement



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50613, Dennis Lane, Retired Police Officer, City of Raleigh Police Department
- iCEV51065, Lee Burnett, Security Officer, Law Vegas Hilton
- iCEV51089, Lee Monson, Fire Relief Air Attack Pilot, DynCorp International
- iCEV5099, Sheila Kidwell, Attorney, Crenshaw, Dupree & Milam, LLP.

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Lab Activities

What Would A First Responder Do?

Directions:

Students will be given scenarios and will have to determine the first three priorities for the first responder when arriving on the scene. This *Activity* allows students to think critically about the roles of police, fire and emergency medical services on the scene of an emergency.

Dispatch Simulation

Directions:

In groups of three, students will role play the experience of communicating between a witness, dispatcher and law enforcement officer. After role playing, students will have a discussion about the difficulties of the experience and how things could be made easier. This *Activity* is a fun and engaging way to get students to think about the role of dispatch communication on the scene of an emergency.

Emergency Response Organizational Chart

Directions:

Students will fill out the emergency response organizational chart based on the information in the segment. Each box should list an emergency response agency and the duties and responsibilities of the agency. Students should draw and label arrows which explain how the agencies work together.

Criminal Justice Organizational Chart

Directions:

Students will fill out an organizational chart illustrating the cooperation of criminal justice agencies and the duties of each agency.



Projects

Game-Changing Disasters

Directions:

Students will research one of the two major disasters (Terrorist Attacks on the World Trade Center and Hurricane Katrina) which have shaped emergency response. Students will summarize how emergency response was handled on the scene of the disaster and then will assess how emergency response has changed because of the disaster. This *Project* enables students to explore the jurisdictional problems which arise on the scene of an emergency and to explore how these problems can be solved.

Assessing Technology in Public Safety

Directions:

Students will read a news article about the use of technology in one of the five public safety agencies, and then write a report which evaluates the benefits and drawbacks of the technology. Students will discuss their reports in small groups.