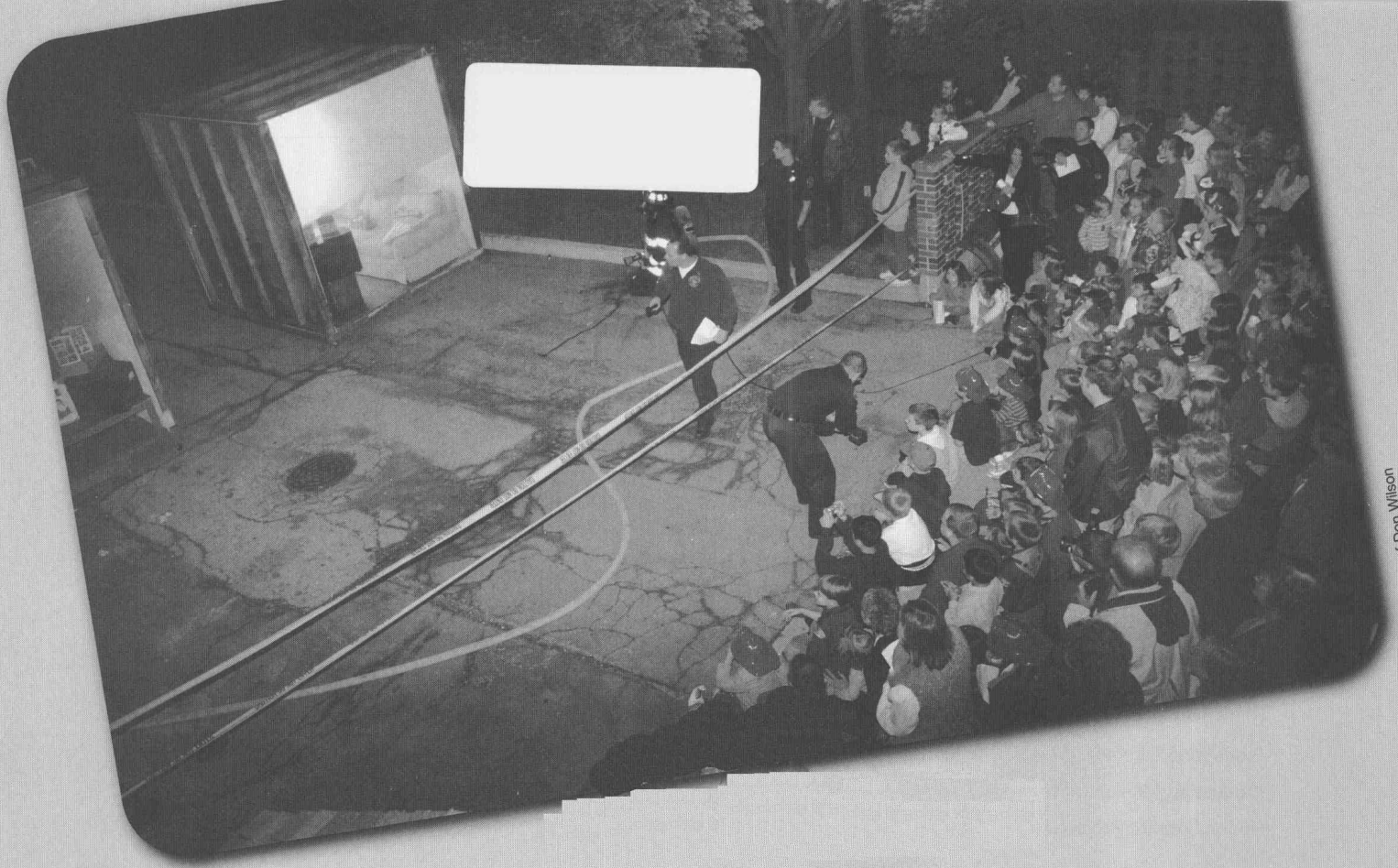


FIRE and LIFE SAFETY Educator



Marsha P. Giesler



Courtesy of Don Wilson

FIRE AND LIFE SAFETY EDUCATOR

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Library of Congress Control Number: 2010923204

ISBN-13: 978-1-4283-0541-0

ISBN-10: 1-4283-0541-6

Delmar5 Maxwell Drive
Clifton Park, NY 12065-2919
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To my husband, Steve—thank you for Peanut M&M's and the Annex.
Audrey, Chris, Jeremy, Marissa, Mom, Dad, and Norm—support teams don't
come any better! And, of course ... The Big Guy Upstairs.

DEDICATION

Preface

Learn *what* fire and life safety educators should teach and the *how* and *why* of developing and delivering successful programs in this all-new text: *Fire and Life Safety Educator*. Based on the 2010 Edition of NFPA Standard 1035 and written for firefighter and civilian students of fire and life safety education, this book provides the theoretical underpinnings along with practical advice for working effectively and confidently in this field. It has been designed as a reference for the firefighters and new fire and life safety educators as well as a solidly written and researched text to be used as support and background information by instructors and training officers.

In short, this text was written to provide fundamental and universal education and fire and life safety principles that can be used by all fire service personnel. The book is for:

- Fire science students learning about the role and importance of fire and life safety education in the fire service.
- Firefighters with limited formal training in teaching methodologies who are expected to deliver effective fire and life safety education.
- Civilians with little knowledge of the operations and nuances of the fire service who are tasked with teaching fire and life safety education.
- Training officers who realize that fire and life safety education skills are a necessary tool for all department personnel.
- Fire departments that wish to more effectively reach the public but lack the resources to send personnel to seminars or specialized training courses in fire and life safety education.
- Fire and life safety education instructors who are looking for a resource that contains well-researched

data and practical advice based on years of field implementation in successful programs.

- Any member of the fire service, injury prevention, or fire and life safety education seeking a handy desk reference with information about how to serve the public through education to prevent fires and unintentional injuries.

The fire service has long recommended that public education be recognized and supported as an integral component of keeping our communities safe from fire and injury. It would be ideal if all school districts implemented a comprehensive safety curriculum in the schools, but the reality is that this subject is often swept aside because of other governmentally mandated requirements and budget constraints. It would also be ideal if every fire department across the country hired a full-time fire and life safety educator to perform a community needs assessment and develop programs specific to their community. This is rarely the practice. How, then, do we achieve the goal of educating the public in the practices that will prevent fires and injuries, and prepare the public for natural disasters without these ideal circumstances? We begin by providing a solid foundation for *all* students of fire science and acknowledging that fire and life safety education is part of the job for all fire service personnel.

WHY I WROTE THIS TEXT

Firefighters are routinely required to train hundreds of hours each year in emergency medical services (EMS), suppression, hazardous materials, trench and water rescue, and other disciplines. They are not allowed to go near the fireground without being

properly prepared and equipped. Sadly, we lag behind in providing our personnel with the means to educate the public about practical ways to prevent the very tragedies that put the public and themselves in jeopardy. Little, if any, training is given at the front end of a firefighter's career to prepare him or her in the importance and methods of fire and life safety education. What a disservice it is to our members to assume they can successfully perform this important requirement of their job without investing in their training and providing them the tools needed to be successful in this aspect of their career.

The Internet allows access to professionally researched and designed teaching tools, but it is important to maximize their effectiveness by understanding how to competently market, present, and evaluate them. We need to understand our audiences and communities before launching prepared programs and distributing materials.

As an instructor in fire and life safety education for firefighter prevention classes in the fire service for more than 15 years, I have heard the same questions year after year. "The chief told me I'm now in charge of fire and life safety education for our department, and I don't know where to begin." "What is the best way to handle a class when kids want to tell stories versus asking questions?" "I'm comfortable with younger children, but I'm not very good talking to older adults." "We have no budget for fire and life safety education. How can I get a program going in our community?" "The school district does not want us to teach classes because their schedules are already full. How do we get in?" I've realized there is a gap between the skills we provide for our educators and the tools they really need to get this job done.

As a former public school teacher, I know that teachers enter a classroom armed with a background in educational psychology, teaching methods, an understanding of age group characteristics, and a thorough understanding of their subject matter. I decided to extrapolate those skills from a teacher's repertoire that I have found to be most useful in this field and present them as they relate to fire and life safety educators.

The book is focused primarily at the level I requirements of the 2010 Edition of NFPA Standard 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator* because these are the basic skills all community educators need. Our goal should be for all fire service personnel to achieve at least this first level of competency.

It was only through interviews with professionals in the health, education, social services, communications, marketing, fire prevention, and fire suppression fields that I was able to ensure a well-rounded,

up-to-date collection of information required for a professional job of educating the public. I made visits to observe unfamiliar classroom settings; observed firefighters interacting with the public; critiqued the results of evaluations, surveys, and pre- and posttests; and solicited honest feedback from firefighters who did not see fire and life safety education as part of their job in the fire service.

I make no assumptions about the level of the knowledge of the reader. For those with a strong fire service background, the chapters on fire science will be very basic—but serve as a good reference for handouts and explanations for the public at a layperson's level. For those with a strong education background, the chapters covering these topics may serve only as a review, but for every reader, I tried to include information about many of the questions we encounter on a regular basis that send us searching for elusive answers. For those who need to take their efforts beyond delivering a presentation, I provide information regarding some of the skills requirements from NFPA 1035 Levels II and III, including guidelines for writing objectives, curricula, and lesson plans; and working with interagency coalitions to plan community programs. My purpose in writing this text was to put the most useful information for fire and life safety educators all in one place.

In 2004, the National Fallen Firefighters Foundation hosted a 2-day symposium on preventing firefighter line-of-duty deaths. The 16 Firefighter Life Safety Initiatives were developed to address the problem and identify those areas most affecting the safety of firefighters. Initiative #14 states: "Public education must receive more resources and be championed as a critical fire and life safety program." As the country's fire service works to eliminate firefighter deaths through these 16 Initiatives, it is important that fire and life safety education continue to assert itself as that member of the team, reducing firefighters' exposure to dangerous incidents by preventing them in the first place.

HOW TO USE THIS TEXT

As with many educational endeavors, we begin with a standard or a goal. In this case it was to meet and exceed the objectives of NFPA 1035, *Fire and Life Safety Educator* 2010, Level I. Within that context, I took the liberty of adding practical and supplementary information I thought was germane to each objective.

Organization of This Text

This book is designed to be used for fire and life safety education classes or as part of ongoing

training for firefighters. It follows a logical progression beginning with an historical perspective of the role of fire and life safety education in the fire service. The text is divided into 14 chapters. Each chapter can stand on its own as a subject for instruction if the text is to be used in conjunction with other areas of training. The text was also designed to be used by any size department or health professional's in-house library as a reference for fire and life safety education.

- **Chapter 1, Historic Fires and Human Behavior in Fires: a History of Injury Prevention**, provides a chronology of some of the most serious large life-loss fires in the United States. Lessons learned lay a foundation for the importance of educating the public for their own safety and that of our firefighters and for the role of fire and life safety education in the fire service. A study of human behavior in fires and a history of the field of injury prevention follow.
- **Chapter 2, Learning Styles and Theories for Fire and Life Safety Educators**, provides an introduction to types and domains of learning, learning styles, preferences and teaching strategies to accommodate the needs of each, and conditions that may affect learning and how to maximize teaching in these circumstances.
- **Chapter 3, Age Group Characteristics**, examines age group characteristics in the areas of cognitive, affective, and physical and motor areas of development. Basic characteristics of preschool students, elementary school students, adolescents, adults, and older adults in each domain, and appropriate activities, materials, and effective classroom management techniques for each group are discussed.
- **Chapter 4, Methods and Strategies for Effective Teaching**, discusses various teaching methodologies with a summary of the advantages and disadvantages of each and identification of teaching strategies effective for specific age groups, settings, and objectives. The chapter also covers how fire and life safety educators can implement teaching tips, practices, and classroom management skills to maximize learning.
- **Chapter 5, High-Risk Populations and Audiences**, identifies populations at high risk for fire and injury and the factors that place them at higher risk. It provides considerations for developing programs, methods, and messages and correct and incorrect methods of working with these populations, including people with disabilities, diverse cultures, the very young, older adults, adults with low-literacy skills, and people in rural and inner city communities.
- **Chapter 6, Fire and Life Safety Messages for Different Age Groups**, categorizes topics as prevention, reaction, and preparedness messages. Appropriate messages for each age group, their primary and secondary target audiences, and a comprehensive list directing readers to additional resources and updates are provided.
- **Chapter 7, Fire and Life Safety Messages for Holidays, Special Circumstances, and Safety Campaigns**, discusses seasonal fire and life safety messages and national safety campaigns and fire and emergency evacuation planning and drills for schools, high-rise buildings, businesses, and places of assembly.
- **Chapter 8, Fire Behavior and Fire Prevention Basics for Fire and Life Safety Educators**, discusses basic fire science, a history of fire prevention, codes as they relate to fire and life safety education, detection and suppression devices and systems, and residential sprinklers.
- **Chapter 9, Fire Department Basics and Fire and Life Safety Educators**, provides an overview of what educators need to know about their department, fire service traditions and history, guidelines for station tours based on age groups, the role of EMS in the fire service, dispelling common myths for the public, and messages for the public to assist the department in providing service.
- **Chapter 10, Public Relations**, discusses public relations, publicity, marketing, serving internal and external publics; marketing and publicity tools available to educators.
- **Chapter 11, Professionalism**, covers behaviors and qualities of professionals, professional writing practices, techniques for effective presentations, and positive team-building skills for working in coalitions and partnerships.
- **Chapter 12, Developing Fire and Life Safety Curricula, Objectives, Lesson Plans, and Presentations**, covers the Five Step Process, definitions of standards, goals, curricula, scope and sequence, objectives and lesson plans and their importance to program development, and how to write learning objectives and lesson plans.
- **Chapter 13, Evaluation, Assessment, and Reflection**, discusses the importance of evaluation, assessment, and reflection; determining what should be evaluated; types and methods of

evaluation and their applications and advantages; and interpreting and presenting evaluation results.

- **Chapter 14, Putting It All Together: A Summary**, presents a series of scenarios. Each scenario is analyzed by prioritizing the necessary steps and directing the reader to the appropriate chapters as a guide to successful planning.

FEATURES

The following features are included in each chapter to assist the reader in relating the content to real-life applications and to offer easy reference.

- A **Case Study** opens each chapter and relates a teaching experience from a fire and life safety educator to engage the reader and stimulate critical thinking about the importance of the material that follows in the chapter.
- **Learning Objectives** are clearly outlined at the beginning of each chapter to prepare the student for the expectations of competencies upon completion of the chapter.
- **Key Terms** are provided in each chapter to highlight important points and to introduce new vocabulary.
- **“Educator’s Tips”** appear throughout the text as quick, practical advice to be used in conjunction with the information provided in the chapter.
- **“Try It; It Works”** boxes are useful and tested ideas provided to enhance and reinforce the recommendations and information in the text.
- **“What This Means for Fire and Life Safety Educators”** takes material presented in the chapter and brings it back home for the readers, relating it directly to their use in the field.
- In **“Think About It and Make It Better”** a sticky situation or dilemma is presented at the end of the chapter requiring the reader to use the material presented in that chapter to think through the most viable options for resolution.
- With **Review Questions** and **Critical Thinking Questions**, students are provided the opportunity to test their knowledge of the learning objectives that were presented at the beginning of the chapter.
- **Reproducible Worksheets, Handouts, Checklists** are found throughout the book. Students and instructors are provided with worksheets, handouts, checklists, and graphs that can be reproduced for their fire departments, classes, and

programs. Also available in electronic format on the accompanying *Instructor Resource CD* and *Online Companion*.

- **References** to relevant websites and other resources are provided throughout the chapters along with the material as it is presented.
- The **Additional Resources** is a brief list of additional resources provided at the end of each chapter.

SUPPLEMENT TO THIS TEXT

- An **Instructor Resource CD** is available to accompany this book and includes the following features:
 - *Lesson Plans and Answers to Questions*: A lesson plan for each chapter outlines the key points and correlates with the corresponding PowerPoint® presentation for that chapter. Answers to questions are provided for easy reference. (*Editable in Microsoft Word.*)
 - *PowerPoint® Presentations*, including graphics and photos, are also provided for each chapter and follow the corresponding lesson plan. (*Editable in Microsoft PowerPoint®.*)
 - The *Computerized Test Bank* provides true/false and multiple-choice questions for each chapter, enabling the instructor to evaluate student knowledge of the content. Instructors may also edit the questions, add or delete questions, and create new exams with existing questions to meet the needs of their specific course. (*Editable in ExamView 6.0.*)
 - *Worksheets, Handouts, and Checklists*: These handy tools found in the book are also provided in electronic format on this CD so that instructors may print, edit, or complete them electronically. (*Editable in Microsoft Word.*)
 - The *Image Library* contains all photos and illustrations from the book. This electronic image library allows instructors to use these images to edit and add to existing presentations for the classroom.
- **Online Companion**: Visit www.delmarfire.cengage.com and link to our Online Companion site to discover the additional features that accompany this book. Electronic versions of the worksheets, handouts, and checklists found in the book are available to download and use for both new and experienced fire and life safety educators.

ABOUT THE AUTHOR

Marsha Giesler has served as a fire inspector, as the interim Fire Prevention Bureau Chief, and as the fire and life safety education and public information officer for the Downers Grove Fire Department in Downers Grove, Illinois, since 1991. As a former teacher, she has brought her education experience and expertise to the fire service. She received her bachelor's degree in education from the University of Illinois and a master's degree in organizational management from National Louis University. Marsha has served as a past chairperson and as a member of the Illinois Fire Inspectors Association's Fire and Life Safety Education Committee throughout her fire service career. For the past 15 years, she instructed the public education module, which she authored, for the state's Fire Prevention Officer I class, teaching both firefighters and civilians.

Most recently, Ms. Giesler worked with the Illinois Fire Chiefs Association to write and instruct the curriculum for the FLSE section of the Fire Officer I and Fire Officer III classes. She has written and instructed the fire and life safety education section of the Illinois Fire Services Administrative Professional Association class for the past 15 years. Marsha is also serving on the Illinois Task Force for the 16 Firefighter Life Safety Initiatives, representing Initiatives #14 and #15. Ms. Giesler continues to work as a program designer and practitioner in the field of fire and life safety education, teaching fire safety and injury prevention to preschool through high school students, older adults, families, and businesses in her community throughout the year.

Known for her creativity, willingness to share ideas and best practices, and an ability to mentor others, many of her ideas have been adopted and published by the fire service across the country, including the NFPA Education Section. Ms. Giesler and the Downers Grove Fire Department were recipients of the 1996 NFPA Learn Not to Burn[®] Champion Award and returned in 1997 as mentors for the 1997 Champions. Ms. Giesler is married and has two children.

ACKNOWLEDGMENTS

As I prioritize most things in my life, family is first. I would like to thank my entire family for the love, laughter, and support they've given me throughout my work on this project. I thank my husband, Steve, who quietly anchored me during periods of doubt and deadlines. My children and their spouses are competent young professionals, and I thank each of

them as they helped me to understand their areas of expertise and provided up-to-date practices and resources. I also thank my parents, who continue to demonstrate how vital and important older adults are to all of our lives.

I thank the men and women of the Downers Grove Fire Department for their continued active involvement in fire and life safety education, which always makes my job so rewarding. I'd be remiss if I didn't thank Deputy Chief Jeffrey Pindelski for his confidence in my abilities and for approaching me about writing this book in the first place. The Illinois Fire Inspectors Association has served as my boot camp for fire prevention, and I thank them for the privilege of serving on their committees. Tom Lia, director of the Northern Illinois Fire Sprinkler Advisory Board, and Kurt Van Dahm are always available to answer my questions about systems and codes.

This section could take on a life of its own if I thanked all the people who have mentored me in my career. But I would like to acknowledge a few of the legends in fire and life safety education from whom I've learned and continue to respect, including Patricia Mieszala, Sharon Gamache, Peg Carson, Meri-K Appy, and Phil Shaeneman.

A very special thank you to Chief Patrick Kenny, IFCA, who understands and supports the mission of fire and life safety education and has worked with the Illinois Fire Chiefs Association to ensure that fire and life safety education has been updated and included in the Fire Officer I and III program. Thank you for serving as a reviewer—I will always value your opinions.

I owe another debt of gratitude to Chief Paul Segalla, West Covina Fire Department, California, who, for years, patiently taught me about the suppression side of the fire service while always supporting fire and life safety education and encouraging my right brain thinking. Thank you for serving as my champion and as an honest, West Coast member of the evaluation team.

To the school districts, teachers, and students in Downers Grove, Illinois, thank you for allowing our department in your classrooms on a regular basis. In particular, I would like to thank Jill Oakley, a third grade teacher who has been a partner in our programs for my entire fire service career. To Pattie Pearson, MS in Ed, my long-time, funny teacher friend, with whom I've spent countless hours through the years discussing the struggles, joys, and successes of working with middle school students.

A thank you goes to all the firefighters in my classes who have provided me with a unique view of

their frustrations in this field, their potential strengths as educators, and their opinions about what the fire service needs from a book like this.

In no particular order, I would like to thank the following people who were invaluable in lending their time and talent to this project. Dr. Tom Esposito, MD, MPH, FACS, director of the Burn and Shock Trauma Institute, Injury Analysis and Prevention program, Loyola Medicine for his dedication to the area of injury prevention and for sharing his work in the field with me as we worked together in a coalition years ago and who unselfishly sent me his injury prevention program and good wishes. MaryBeth Hardy, RN, MPH, regional director of LivHOME, is one of my most trusted resources. Her work with older adults is legendary, and her ability to coordinate the efforts of a diverse coalition set the bar for the way it should be done. I thank her also for directing me to Jim Gilmartin, director of *Coming of Age*, who granted this complete stranger an interview that provided valuable information about working with older adults. Shay Jacobson, RN, and sociologist, for her consultations about the older adult population. Susan Hamre, MA, CCC/SLP, director of the Autism Center for Excellence, Inc., who shared her time and compassion for working with the growing population of those with autism. Patti Cepeda, behavioral specialist, for allowing me to see children with cognitive and emotional disabilities through her eyes and to gain a better perspective of their challenges and those of their families and their teachers. Margaret Clutter, ELL specialist, who works with students and their families to help them acclimate and navigate in our culture with an unfamiliar language and customs. Audrey Borling, MAT, the young, energetic, and passionate teacher who daily inspires me to consider the challenges and the importance of teaching and reaching those families in underserved areas. I also thank Jeremy Borling, who coached me through my questions about the fields of communications and public relations. I owe a thank you to Marissa Vergara for her candor as she continues to teach me about Latino culture and respect for family. I treasure the gift of time I spent with Gregory Beggs, Esq., as he helped me understand the world of “intellectual property.” Lastly, a big thank you to Chris Giesler for his creativity and talent in creating *Firefighter PETE (Public Education Training for Everyone)* handouts we developed for children.

I am truly indebted to Jennifer Starr, my editor, for her patience, direction, and reassurances as we marched through this process together. I would also like to thank Delmar Cengage Learning for allowing me to color outside the lines and develop this book

with the features I considered important for new educators.

I am very grateful to each of the evaluators who took the time to read through the manuscript during draft stages and who provided constructive and essential suggestions to make this book better for all department types, sizes, and all community demographics. Among these reviewers, the publisher and I would like to acknowledge:

Monica Colby
Public Education Specialist
Deputy State Fire Marshal
Utah Office of the State Fire Marshal
Sandy, UT

Aaron Dean
Firefighter/Paramedic
Sacramento Fire Department
Sacramento, CA

Janie Gunnell
Instructor
Florida State Fire College
Ocala, FL

Patrick J. Kenny, Retired
Illinois Fire Chiefs Association
Deputy Executive Director
Downers Grove, Illinois

Jan Parker
Fire/Rescue Injury Prevention Specialist
Officer of State Fire Marshal
Wendell, NC

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Instructional Designer
Maryland Fire and Rescue Institute
University of Maryland, College Park
College Park, MD

Paul Segalla
Fire Chief
West Covina Fire Department
West Covina, CA

Judith White
Fire Prevention Chairperson
Fredrick County Volunteer Fire and Rescue Association
Fredrick, MD

Kimberly Witting
Fire and Life Safety Educator
City of Rocky Mount Fire Department
Rocky Mount, NC

Don Zimmerman
Lieutenant
Mentor Fire Department
Mentor, OH

Thanks also to *Margaret Magnarelli*, who contacted and interviewed the fire and life safety educators featured in the Case Studies in each chapter and to those who shared their stories with us.

I met so many interesting and helpful people as I worked on this book. From the entertaining young man at the Chicago Historical Museum to the firefighters I interviewed across the country while on vacation—I learned from you all. If I have forgotten

to mention anyone who contributed to this project in any way, I sincerely apologize.

Hopefully, as we continue to work together, fire and life safety education will take its rightful place as part of every firefighter's job in every fire department across the country for the safety of their community and their firefighters.

—*Marsha Giesler*

NFPA 1035, 2010 Edition Correlation Guide

This book does cover portions of Fire and Life Safety Educator II and III, PIO and Juvenile Fire-setting Interventionist as defined by NFPA Standard 1035, but not in their entirety. For the purposes of

this Correlation we have chosen to illustrate only the corresponding content related to Fire and Life Safety Educator I, Chapter 5.

5.1 General Requirements.

The Fire and Life Safety Educator I shall meet the JPRs defined in Sections 5.1 through 5.5

5.1.1

General Requisite Knowledge.

General Requisite Knowledge.	Learning Objective(s)	Chapter(s)	Page(s)
Fire Behavior	8-1	8	170-174
Organizational Structure	9-4, 9-5	9	208, 217-218
Function and Operation	9-1, 9-2, 9-4, 9-5	9	208, 212-223
Human behavior during fire	1-4, 1-6, 1-7	1	24-27
Injury causes/prevention	1-8, 6-3	1, 6	28-33, 126, 127, 129-132, 135, 137, 140-143, 146, 147
Community risk	12-1, 12-2	12	282-296
Injury prevention strategies	1-8	1	29, 30, 33
Learning theory	2-2, 2-3, 2-4, 2-5, 2-6, 3-1, 3-2, 3-3, 3-4, 3-5	2, 3	40-47, 52-67

Educational methodology	4-3, 4-4, 4-5, 4-6, 4-9	4	73-96
Standardized fire and life safety messages	6-1, 6-2, 6-3	6	124-149
Natural hazard issues	6-7, 6-8	6	134, 138, 141, 145, 148, 149
Current homeland security topics	6-7, 6-8	6	134, 138, 141, 145, 148, 149
Escape planning	6-3, 6-5	6	127, 134, 143, 145, 148
Hazard identification and correction	6-1, 6-5	6	126, 127, 129, 130-133, 135-137, 140-143, 146-148
Basic fire protection systems and devices	8-5, 8-6, 8-7	8	188-201
Emergency reporting	6-2, 6-3, 6-5	6	128, 132, 143, 144, 148
Fire fighter personal protective equipment	9-3	9	223-227
Liability issues	4-3, 4-4, 9-7, 10-4, 11-5, 11-6	4, 9, 10, 11	77, 82, 222, 223, 226, 242, 262
Public relations	10-1 through 10-7	10	230-255
High-risk audiences and behaviors	5-1, 5-2	5	100-121
Special needs	5-1 through 5-7	5	106-114
Social and cultural trends	5-1 through 5-7	5	114-119, 237
Community resources	11-8, 12-2,	11, 12	274-276, 289-294
Personal image and professionalism	11-1 through 11-5	11	259-262

5.2 Administration

5.2.1 Task Statement

Learning Objective(s)

Chapter(s)

Page(s)

Document fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form or format is completed with the correct information.

(A) Requisite Knowledge

Required forms or formats, reporting procedures, scheduled activities.

9-8, 10-5, 11-7, 12-2

9, 10, 11, 12

218, 219, 236, 242-249, 270-272, 284-287, 303

5.2.2

Task Statement

Learning Objective(s)

Chapter(s)

Page(s)

Prepare activity reports, given specific forms or formats and information on activities, so that all components of the forms or formats are completed with the correct information.

(A) Requisite Knowledge

Types of educational activities, classifications for activities, types of documentation methods and AHJ-preferred methods, the purpose of the forms or formats.

4-3, 12-4

4, 12

72-96, 284-287, 293, 298, 299, 302, 303-305

5.2.3 Task Statement

Learning Objective(s)

Chapter(s)

Page(s)

Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.

(A) Requisite Knowledge

Scheduling limitations and program requests.

11-5

11

262, 263, 267, 270-272

5.2.4 Task Statement

Learning Objective(s)

Chapter(s)

Page(s)

Identify community resources, services, and organizations, given a current list of resources, organizations, and identified need(s), so that the public is referred to the applicable resource(s).

(A) Requisite Knowledge

Current community resources, services, and organizations.

12-2

12

282-296

5.3 Planning and Development

5.3.1 Task Statement

Learning Objective(s)

Chapter(s)

Page(s)

Identify partners to address current fire and life safety issues, given current fire and life safety issues, community resources, services, and organizations, so that information and resources are shared.

(A) Requisite Knowledge

Current community resources, services, and organizations; current fire and life safety issues.

11-8, 12-2

11, 12

274-276, 282-296

5.4 Education and Implementation

5.4.1 Task Statement

Learning Objective(s)

Chapter(s)

Page(s)

Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives.

(A) Requisite Knowledge

Learning characteristics of varied audiences and instructional material content.

3-1, 3-2, 3-3, 3-4,
3-5, 3-6
4-1, 4-2, 4-3, 4-4,
4-5, 4-6, 4-7

3, 4

52-69, 72-97

5.4.2 Task Statement	Learning Objective(s)	Chapter(s)	Page(s)
Practice safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that fire and life safety activities are conducted without injury to educator or participants.			
(A) Requisite Knowledge			
Potential hazards, Injury reduction strategies.	4-4, 9-7, 11-5, 11-6	4, 9, 11	82, 222, 223, 226, 262

5.4.3 Task Statement	Learning Objective(s)	Chapter(s)	Page(s)
Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting, and identified audience, so that the lesson plan is followed and the objectives are met.			
(A) Requisite Knowledge			
Lesson content, learning objectives, presentation methods, specific audience needs.	2-1, 2-2, 2-3, 2-4, 2-5 3-1, 3-2, 3-3, 3-4, 3-5, 3-6 4-1, 4-3, 4-4, 4-5 12-3, 12-4, 12-5, 12-6	2, 3, 4, 12	40-45, 297-300, 73-96, 52-69

5.4.4 Task Statement	Learning Objective(s)	Chapter(s)	Page(s)
Adapt a lesson plan, given the lesson content and information on the audience, so that the material presented meets the needs of the audience.			
(A) Requisite Knowledge			
Lesson plans, audience needs.	3-5, 3-6 12-6, 12-7	3, 12	52-69, 300-307

5.4.5 Task Statement**Learning Objective(s)****Chapter(s)****Page(s)**

Notify public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed.

(A) Requisite Knowledge

Publicity methods, local media resources, policies regarding dissemination of information, and information technology.

10-2, 10-4, 10-5, 10-7 10

234-253

5.4.6 Task Statement**Learning Objective(s)****Chapter(s)****Page(s)**

Disseminate educational information, given information and/or materials, a specified audience, and time frame, so that the information reaches the audience within the specified time.

(A) Requisite Knowledge

Legal requirements and policies for the distribution and posting of materials, distribution methods, venues for communicating with various audiences, information technology, and time requirements for processing information.

10-4

10

239-252

5.5 Evaluation.**5.5.1 Task Statement****Learning Objective(s)****Chapter(s)****Page(s)**

Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are measured.

(A) Requisite Knowledge

Evaluation instruments, learning objectives, testing policies and procedures.

13-2, 13-3, 13-4, 13-5 13

316-323