



**DEPARTMENT OF FINANCIAL SERVICES**

Division of State Fire Marshal  
Bureau of Fire Standards & Training

**Fire and Life Safety Educator 1  
FFP1793, BFST1793, ATPC1793**

**Title: Master Syllabus**

**Date: August 2017**

<b>Course Title</b>	Fire and Life Safety Educator 1
<b>Course Number</b>	FFP1793, BFST1793, ATPC1793
<b>Prerequisite(s)</b>	Fire Service Instructor I, II, or III for Testing after successful completion of Fire and Life Safety Educator I and II
<b>Revision Date</b>	August, 2017
<b>College Credit Recommendation/Contact hours</b>	This course has a college recommendation of 3 credits...45 hours
<b>Continuing Education Units (CEU's)</b>	40 CEUs for Fire Inspector and Instructor renewal
<b>Class Days/Time</b>	If on the Fire College Campus - 8:00am to 5:00pm with 5 additional hours of out of class work may be required.
<b>Instructor Supervisor</b>	Name: Frank Ennist Email: <a href="mailto:Frank.Ennist@myfloridacfo.com">Frank.Ennist@myfloridacfo.com</a>
<b>Program Manager</b>	
<b>Course Description</b>	This course is designed to provide the public educator with the knowledge and skills needed to successfully perform as a fire and life safety educator as addressed in NFPA 1035. For those who practice the multidiscipline profession of fire and life safety educator (including uniformed fire service personnel and other professionals), topics include fire behavior, community assessment, and injury prevention. The student will also develop presentation skills and learn how to formulate public education programs. This course meets the national certification criteria for Fire and Life Safety Education, Level I.
<b>Instructor Qualifications</b>	(5)Fire and Lifesafety Educator Program (c) Instructor Qualifications 1. Instructor I for certificate, 2. Instructor II or III may teach provided he or she has successfully completed the course.
<b>Student Learning Outcomes</b>	General knowledge of fire behavior; organizational structure, function, and operation; human behavior during fire; injury causes/prevention; community risk reduction, injury prevention strategies, learning theory, educational methodology, standardized

	fire and life safety messages, natural hazard issues, current homeland security topics, escape planning; hazard identification and correction; current fire protection systems and devices; emergency reporting; fire fighter personal protective equipment (PPE); liability issues; public relations; high-risk audiences and behaviors; accessibility; people-first language; social and cultural trends; community resources; personal image and professionalism.
<b>Textbook used by BFST</b>	January 2017– <i>Fire and Life Safety Educator – Principles and Practices</i> (2 <sup>nd</sup> . Edition) ISBN 978-1-284-041972
<b>Required Materials</b>	Pen, Paper, recommended - thumb drive
<b>Method of Instruction</b>	Classroom: Lecture and Practical Evaluations; Blended 30/15
<b>Grading</b>	Passing 70%: Quizzes 30%, Class Presentations 20%, Project 30%, Final Presentation 20%
<b>Certification(s)</b>	This course is an approved elective for Fire Inspector II
<b>Attendance Policy</b>	You are required to attend all sessions of the course and complete all pre-course assignments. Failure to appear in class for a scheduled activity will be considered an absence unless you make arrangements with the instructor for a make-up session. Failure to make up missed sessions prior to the next session will result in an absence. Students are allowed to miss 10% of the class and still receive credit.
<b>Academic Integrity</b>	<p>Academic integrity is crucial to the learning community and indicates respect for the college, the instructor, the course, your classmates, and yourself. Any violation of this trust, including but not limited to cheating, plagiarism, collusion, or using or having any content of an un-administered test, will result in immediate dismissal from the course. Under Florida Statute 633, any student dismissed for academic dishonesty can be refused acceptance for any course administered by FSFC.</p> <p>Qualification FIRE AND LIFESAFETY EDUCATOR Description</p> <p>Training Provider Message You must be certified by the State of Florida as an Instructor I, II, or III, or a State of Florida recognized Fire Department, or hold a certification as a Single Course Exemption Instructor. Applications can be made through the Bureau of Fire Standards and Training. Organization Providers are Schools, Government Entities, and Businesses that need to apply and be approved by the Florida State Fire College.</p>

	<p><b>Instructor Message</b> You may teach courses for this type of Certification or Competency only if you hold the certification, and the appropriate disciplines. i.e. Fire Officer II</p> <p><b>Pre-Certification Message</b> This program provides training in the area of fire and life safety education as specified by the National Fire Protection Association for Fire and Life Safety Educator I and Fire and Life Safety Educator II. This program consists of no less than two courses, vocational or academic, of at least 64 hours or the equivalent of interactive instruction, as approved by the Bureau of Fire Standards and Training. The content of this program provides instruction on presentation, preparation for presentation, public information responsibilities and educational methodologies. To apply for this certification, login as a student, click on Apply, select certification exam, and follow the process to submission. Supporting documentation may be scanned and attached or faxed to 352-732-1374. When faxing, note "on-line application" on the fax along with a contact phone number. When taking a state exam, please ensure that your personal profile matches the identification that you plan to produce at Pearsonvue.</p> <p><b>NFPA Subject and Level</b> Fire and Life Safety Educator 1 NFPA 1035 (2015 Chapter 4)</p>
<b><i>Students with Disabilities</i></b>	Any student who has a permanent or temporary disability that may require a reasonable accommodation to participate in the course must present documentation of the disability and requested accommodation no later than the beginning of the course.
<b><i>Emergency Evacuation Policy</i></b>	<p>Emergency procedures for the institution or training facility should be followed.</p> <p>If on the Florida State Fire College campus, the occupants of the buildings on campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation.</p> <ul style="list-style-type: none"> <li>• Familiarize yourself with all exit doors of the classroom and the building.</li> <li>• Remember that the nearest exit door may not be the one you used when you entered the building.</li> <li>• If you require assistance to evacuate, inform the instructor on the first day of class.</li> </ul>

	<ul style="list-style-type: none"> <li>• In the event of an evacuation, follow the guidance of the instructor.</li> <li>• Do not re-enter a building unless you are given instructions by Florida State Fire College personnel to do so.</li> </ul>
<b>Requesting Emergency Care</b>	<p>Emergency procedures for the institution or training facility should be followed.</p> <p>If on the Florida State Fire College campus, any request for emergency care should be initiated by calling “911” from any phone on campus of the Florida State Fire College. Phones are in each classroom. Additionally, in the event of any emergency, immediately contact an instructor or staff member.</p>
<b>Critical Event Procedures</b>	<p>Emergency procedures for the institution or training facility should be followed.</p> <p>If on the Florida State Fire College campus:</p> <p><b>Severe Weather</b> – there is a lightning detection system on campus which has an audible 15 second blast of an air horn. If you are outside, please follow your instructor or move to the closest permanent building. Once the threat is over, there will be three 5 second blasts of the signal.</p> <p><b>Security</b> – During the daytime, full time faculty and staff handle security. There are security guards on duty in the evenings and weekends. Please comply with the requests made of security officers. Failure to do so can result in removal from campus.</p> <p><b>Student Badges</b> – You will be issued a badge to be worn anytime you are on campus.</p>
<b>Enabling Objectives</b>	<p>Given information from discussion and reading materials, the student will perform the following objectives to a written test and presentation accuracy of at least 70% combined and meet the applicable job performance requirements of NFPA 1035 (2015).</p> <p><b><u>NFPA 1035 Chapter 4, 2015 Edition Objectives</u></b></p> <p>Articulate how F&amp;LS integrates into the overall process of community risk reduction (4.2.4)</p> <p>Identify challenges to reducing fire and preventable injury (4.3.1)</p> <p>List sources of higher education for F&amp;LS Educator (4.3.1)</p>

	<p>Define the five categories used in each level of (4.4.1)</p> <p>Explain why F&amp;LS Educators should strive to meet (4.4.1)</p> <p>Diagram organizational structure of a fire dept. (4.1.1)</p> <p>Describe procedure for reporting an emergency (4.1.1)</p> <p>Explain dynamics of fire behavior (4.1.1)</p> <p>Describe parts of FF PPE and purpose of each (4.1.1)</p> <p>Explain operation and purpose of basic fire protection systems and devices (4.1.1)</p> <p>Discuss human behavior in a fire &amp; how it relates to F&amp;LSE (4.1.1)</p> <p>Explain different hazard classifications, identification, and correction (4.1.1)</p> <p>Describe injury process, various categories of injuries and how unintentional injuries can be prevented (4.1.1)</p> <p>Identify the various types of disasters, both manmade &amp; natural, that can affect the safety &amp; health of community members (4.1.1)</p> <p>Explain the importance of professionalism, personal image, and public relations in the role of the fire and life safety educator (4.1.1)</p> <p>Explain purpose and benefits of FLSE activities (4.2.1)</p> <p>Properly prepare documentation of FLSE activities, determining the information that is appropriate and pertinent to the report (4.2.1)</p> <p>Properly prepare activity reports for FLSE activities with information that is appropriate and pertinent to the report (4.2.1)</p>
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	<p>Properly design and maintain a work schedule, so that all activities are scheduled and accomplished without conflict (4.2.3)</p> <p>Explain purpose in partnering with community organizations (4.3.1)</p> <p>Identify benefits of forming partnerships with community organizations (4.2.4, 4.3.1)</p> <p>Define the concept of learning &amp; applying the concepts of the learning process to the fire &amp; life safety lessons &amp; presentations (4.4.3)</p> <p>Apply the learning and developmental stages to the appropriate audiences in delivering the F&amp;LS education programs (4.4.3)</p> <p>Choose the appropriate lesson plan for use with a particular target audience (4.4.3)</p> <p>Adapt a lesson plan to meet the needs of the audience or presentation site (4.4.4)</p> <p>Use a lesson plan and other instructional techniques to effectively and appropriately deliver F&amp;LS education programs (4.4.4)</p> <p>Select the appropriate educational materials for a particular audience or presentation (4.4.2)</p> <p>Explain purpose and importance of evaluation process (4.5.1)</p> <p>Explain the benefits and limitations of presentation evaluations (4.5.1)</p> <p>Identify and select appropriate evaluation methods based upon the lesson objectives, audience, and environment (4.5.1)</p> <p>Administer an evaluation instrument so outcomes of a particular presentation or lesson are measured (4.5.1)</p>
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	<p>Score an evaluation instrument so that lesson outcomes are assessed (4.5.2)</p> <p><b><u>Fire and Emergency Services Higher Education (FESHE) Objectives</u></b></p> <p>Differentiate between Public Education, Public Information, and Public Relations/Marketing</p> <p>Demonstrate the need for establishing fire and life safety education as a value within the fire service culture</p> <p>Identify stakeholders; develop partnerships and coalitions to work on fire and life safety education activities</p> <p>Develop an accountability system to measure program delivery</p>
<p><i>Practical Applications</i></p>	<p>Class presentations: Three (3) Impromptu presentations with #2 and # 3 being critiqued by classmates</p> <p>Development of lesson plan, test, and evaluation instruments</p> <p>Discussion and development of props</p> <p>Development of Final Presentation</p>

# Plan of Instruction

## Instruction Plan for Fire and Life Safety Educator I

### A. Day 1

- a. Orientation to the Florida State Fire College
- b. Introductions
  - i. Give all students the Day 1 intro sheet to use when they introduce themselves Impromptu presentation #1
- c. Review scoring criteria
  - i. Quizzes 30%
  - ii. Class Presentations 20%
  - iii. Group Project 30%
  - iv. Final Presentation 20%
- d. Chapter 1: History & Risk Reduction
- e. Chapter 2: Fire Dept. Organization, Fire, Injuries, Disasters

### B. Day 2

- a. Quiz
- b. Impromptu presentations #2
  - i. Give out scenario 5 minutes to prepare
  - ii. Presentation time 10 minutes
  - iii. Classmates critique (positive/negative)
    - 1. No personal attacks
- c. Chapter 3: Administration
- d. Chapter 4: Planning and Development

### C. Day 3

- a. Quiz
- b. Chapter 5: Education and Implementation
- c. Impromptu presentation #3
  - i. Assign age group scenario 10 minutes to prepare
  - ii. Presentation time 10 minutes
  - iii. Classmates critique (positive/negative)
    - 1. No personal attacks
- d. Assign Group Projects
  - i. To be delivered Friday morning
- e. Discussion of props appropriate for age groups

#### D. Day 4

- a. Quiz
- b. Develop lesson plan for one of previous presentations #2 or #3
  - i. 20 minutes
  - ii. Overview discussion of plans
- c. Chapter 6: Evaluation
- d. Develop test for presentation that you wrote lesson plan for
  - i. 20 minutes
  - ii. Overview discussion of test
- e. Develop evaluation Instrument for same presentation
  - i. To measure educational gain or behavioral change
  - ii. 20 minutes
  - iii. Overview discussion of instrument
- f. Develop program evaluation instrument for same presentation
  - i. 20 minutes
  - ii. Overview discussion of instrument
- g. Develop educator evaluation instrument for same presentation
  - i. 20 minutes
  - ii. Overview discussion of instrument
- h. Final Presentation preparation
  - i. Hand out form
  - ii. 45 minutes to complete
  - iii. Submit for instructor to grade after class
- i. Give student course evaluation cards so they can go online and evaluate the course

#### E. Day 5

- a. Quiz
- b. Presentation of final presentations
  - i. Return with suggestions to improve
  - ii. 15 minutes to present synopsis of their designed program
- c. Presentations of group projects
  - i. Presentation time 15 minutes
- d. If time write scores on board and have students find the following
  - i. Mean score
  - ii. Median score
  - iii. Mode score

- iv. Range
- e. Thank students for attending
  - i. Ask them
    - 1. “Did we deliver what you needed?”
    - 2. “Did we exceed what you needed?”
- f. Pass out certificates

Approved Blended courses will have three (3) days of online interaction and two (2) days of classroom for presentations and testing.