Title: Syllabus for Fire and Life Safety Educator 1

Revision: February 2020

Section I - Course Information

Course Title: Fire and Life Safety Educator 1

Course Number(s): BFST/FFP/ATP1793

Class Days/Time: If being taught at the Florida State Fire College Campus 11655 NW Gainesville Road, Ocala, FL 34482 Bldg. C – Classrooms – Monday - Friday 8 a.m.- 5 p.m. Additional coursework outside the classroom totaling five (5) hours of work may be assigned.

Section II - Points of Contact

Training Supervisor:
   Name: Frank Ennist
   Email: Frank.Ennist@myfloridacfo.com
   Work Phone: 352-369-2838
   Bldg. C Room 158

Program Manager:
   Name:
   Email:
   Work Phone:
   Bldg. C Room 158

Section III – Course Description

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.
Section IV - Course Materials, Grading, and Attendance


Prerequisite(s): None

Contact Hours: This class has 45 contact hours.

Continuing Educations Units (CEU’s): 45 hours towards: Fire Safety Inspector I, Instructor I,II, III

Pre-Course Assignment: None

Required Materials: Paper, pens, USB portable storage device (thumb drive)

Grading: Students must achieve a minimum cumulative score of 70% to pass this course. Course grades are determined from assignments and activities including, homework, projects, quizzes, exams, and presentations. Below is the breakdown of the final accumulative grading:

- Individual Exercises 30 points
- Group Exercises 20 points
- Final Group project 20 points
- Final Written Exam 30 points

Attendance: Students are required to attend all sessions of the course.

- Excused absences - Students are permitted excused absences totaling no more than 10% of class (4.5 hours maximum); the instructor shall be the sole determining authority in the determination of an excused absence and may assign supplemental work to make up for missed class time.
- Unexcused absences - The instructor shall be the sole determining authority in the determination of an unexcused absence (i.e. “no call, no show”). The instructor has no obligation to offer the student an opportunity to make up assignments, including quizzes and/or exams, but may do so at his/her discretion.

Section V - Instructor Qualifications

As per Chapter Florida Administrative Codes, (Rule) Programs of Study and Vocational Courses, instructors must meet the following qualifications to be authorized to teach this course:

Rule: 69A-37.065(5)(c) Instructor Qualifications:

1. Instructor I for certificate,
2. Instructor II or III may teach provided he or she has successfully completed the course.
Section VI – Job Performance Requirements

Given information from discussion and reading materials, the student will satisfy the Job Performance Requirements (JPR) of the applicable National Fire Protection Association (NFPA) standards, any applicable skill sheets, and the applicable Fire and Life Safety Initiatives of the National Fallen Firefighters Foundation Everyone Goes Home program.


4.1 General Requirements. The Fire and Life Safety Educator I (FLSE I) shall meet the JPRs defined in Sections 4.1 through 4.5.

4.1.1 General Requisite Knowledge. 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.

4.1.2 General Requisite Skills. Use verbal and written communication skills, manage time, multitask.

4.2.1 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.

(B) Requisite Skills. Utilize forms, gather and assemble information.

4.2.2 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.

(B) Requisite Skills. Maintain records, compile information.

4.2.3 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.

(B) Requisite Skills. Schedule events without conflict, schedule time for pre-activity requirements.

4.2.4 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.

(B) Requisite Skill. Convey information.
4.3.1 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. Community risk reduction programs in the organization; current community resources, services, and organizations; current fire and life safety issues.
(B) Requisite Skills. Identify organizations with common fire and life safety goals, recognize opportunities for shared effort(s).

4.4.1 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 and are congruent with nationally standardized campaign themes and messages reflecting current best practices.
(A) Requisite Knowledge. Learning characteristics of varied audiences and instructional material content.
(B) Requisite Skill. Locate applicable instructional materials.

4.4.2 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.
(B) Requisite Skills. Recognize and mitigate potential hazards.

4.4.3 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.
(B) Requisite Skills. Presentation skills and methods.

4.4.4 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.
(B) Requisite Skills. Presentation skills.

4.4.5 Notify the 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.
(B) Requisite Skill. Distribute information.

4.4.6 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.
(B) Requisite Skill. Disseminate information.
4.4.7 Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information, organizational policies, and methods and time frame for releasing that information, so the information is on time and accurate.

(A) Requisite Knowledge. Specific methods for disseminating electronic information.

(B) Requisite Skills. Develop, maintain, and strengthen interaction through electronic forms of communication.

4.5.1 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.

(B) Requisite Skills. Apply testing policies and procedures.

4.5.2 Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known.

(A) Requisite Knowledge. Scoring techniques, grading techniques, grading scales.

(B) Requisite Skill. Reporting information.

Section VII – Plan of Instruction

The following is the plan of instruction used during course offerings held at the Florida State Fire College. It also serves as the suggested instructional block format for other approved training providers who use the recommended text book. All class offerings must satisfy the JPRs listed in Section VI – Job Performance Requirements regardless of textbook used.

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Chapters</th>
<th>Activities</th>
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</table>
| Day 1    | Class Introductions and Orientation  
Introduction game “Getting to Know You”  
Review Quiz criteria  
Chapter 1- Historic Fires, Injury Prevention, and Community Risk Reduction  
Chapter 2- Fire Behavior, Systems and Devices, and Fire Prevention  
Chapter 3- Fire Department Basics and the Fire and Life Safety Educator  
Presentation: 3 minute presentation to a civic organization about history of fire/service/prevention. Think about it and make it better. Text pages 32, 63, 80  
3 groups in a scenario to review, discuss and present | Group Presentation |
| Day 2    | **Quiz 1 Chapters 1, 2, 3**  
Chapter 4-Learning Styles and Theories, Teaching Methods and Strategies  
Chapter 5- Age Group Characteristics  
Chapter 6- High-Risk Audiences and Behaviors  
Presentation: Role play in pairs using chart on page 127  
Think about making it better: Text pages 106, 121, 140  
Assign each of three (3) groups a scenario to review, discuss and present | Quiz  
Group Presentation |
| Day 3 | Quiz 2 Chapters 4, 5, 6  
Chapter 7- Messages for Different Age Groups  
Chapter 8- Messages for Holidays, Special Circumstances, and Safety Concerns  
Chapter 9- Professionalism and Presentations  
PRESENTATION: Create and present a safety lesson for an elementary audience, see Activity Sheet 7  
Think About It and Make It Better: Text Pages 161, 178, & 196  
Assign each of three (3) groups a scenario to review, discuss and present | • Quiz  
• Group Presentation |
|---|---|
| Day 4 | Quiz 3 Chapters 7, 8, 9  
Chapter 10- Public Relations and Working with Media  
Chapter 11- Evaluation, Assessment, and Reflection  
PRESENTATION: Create and present a safety lesson for a senior citizen audience  
Think About It and Make It Better: Text Pages 215 & 232  
Assign each of three (3) groups a scenario to review, discuss and present | • Quiz  
• Group Presentation |
| Day 5 | Quiz 4 Chapter 10, 11  
If arraigned in advance an actual presentation to either a school group or senior citizen group can be used in place of the presentations.  
PRESENTATION: Plan and do a presentation directed to your superiors about the value of Public Education to the department and to the community, suggesting an expansion of Public Ed in the community through the department…. Support your premise of need with data  
PRESENTATION: Create an outline for a safety campaign plan for the community: print and present  
Final Exam  
Pass out certificates | • Quiz  
• Presentations  
• Final Exam |
Section VIII – Final Presentation and Grading Rubric

Description of Assignment:

Final Presentation

Scenario: Your department director has approached you with a request from your elected officials that you create a course that can be taught to a community which is predominantly elderly and very influential in your jurisdiction's politics. Records show that they have been recently suffering from slip and fall injuries. Your task is to prepare a complete course to be presented at the next elected official's weekly meeting which will take place tomorrow morning.

Directions: Create a complete course for this target group to include the following: PowerPoint Presentation, Lesson Plans, Hand out Materials, Evaluation Forms and a 400 word synopsis that will be read at your elected official's meeting outlining the course.

THIS IS A TIMED TEST; YOU HAVE EXACTLY 45 MINUTES TO COMPLETE THIS ASSIGNMENT.
### Format and Grading of Assignment:

<table>
<thead>
<tr>
<th></th>
<th>PowerPoint Presentation</th>
<th>Lesson Plan</th>
<th>Identification of 3 Life Safety Initiatives</th>
<th>Hand out Materials</th>
<th>Evaluation Forms</th>
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<tbody>
<tr>
<td><strong>Grading Rubric for Fire and Life Safety Educator 1</strong></td>
<td>20</td>
<td>15</td>
<td>10</td>
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<td><strong>SCORE</strong></td>
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Section IX – Review Date and Author

February 2020  Clifford Heim  
June 2018  Frank Ennist  
February 2017  Michael Swartz