

Title: Syllabus for Fire and Life Safety Educator 1

Revision: August 2022

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: Robert Coyne
Email: FireCollegeTraining@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

Recommended Book: January 2017– *Fire and Life Safety Educator – Principles and Practices* (2nd. Edition) Jones & Bartlett ISBN 978-1284041972

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.

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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.

NFPA 1035, *Standard for Fire and Life Safety Educator Professional Qualifications*, 2015 Edition

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.

Day/Date	Chapters	Activities
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Quiz • Group Presentation

Day 3	<p>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</p>	<ul style="list-style-type: none"> • Quiz • Group Presentation
Day 4	<p>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</p>	<ul style="list-style-type: none"> • Quiz • Group Presentation
Day 5	<p>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.</p> <p>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</p> <p>PRESENTATION: Create an outline for a safety campaign plan for the community: print and present</p> <p>Final Exam</p> <p>Pass out certificates</p>	<ul style="list-style-type: none"> • 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:

	Grading Rubric for Fire and Life Safety Educator 1					SCORE
	20	15	10	5	0	
PowerPoint Presentation	PowerPoint is well designed and presented properly. Covers all information. Work in team	PowerPoint is well described however team does not cover all information	PowerPoint is moderately described, and no members of the team reads from the screen or document in hand	PowerPoint is moderately described however team members read from the screen or document in hand	PowerPoint is barely described no matter if team members read from the screen or document in hand or not.	
Lesson plan	Lesson Plan is easy to understand, and all information is covered. Proper format used	Lesson Plan well designed but missing some information on subject	Lesson Plan short and missing information but proper format	Lesson Plan to short, missing information and wrong format but can understand	Lesson Plan to short, missing information, wrong format and not understood	
Identification of 3 Life Safety Initiatives	3 LSI identified accurately and were applicable	3 LSI were identified and mostly applicable	3 LSI were identified and some applicable	Up to 3 LSI were identified however marginally applicable	Up to 3 LSI were identified however are not applicable	
Hand out Materials	All Hand Outs in easy to read and nice format Well designed	Some Hand Outs easy to read others need some work	Hard to read and understand some of the Hand Outs	All Hand Outs hard to read and understand	No Hand Outs Presented	
Evaluation Forms	Forms easy to read and understand	Some Forms missing information	Not easy to read and understand Forms	Only one Form presented	No Forms presented	
					Total Score	

Section IX – Review Date and Author

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Clifford Heim
Frank Ennist
Michael Swartz