



Proximate Audience Pyrotechnics

Course Plan

Course Details

Description:	This course provides a basic knowledge of proximate audience pyrotechnics safety; laws and regulations governing permits, licensure, inspection practices, pre-production, operating, post production, and open flames for various types of venues. This course incorporates a live proximate audience pyrotechnic demonstration.
Designed For:	Fire prevention, suppression, public education, fire investigation, Pyrotechnic Operator – Theatrical, Theatrical Trainee, Pyrotechnic Show Producers and law enforcement personnel with pyrotechnic public display enforcement responsibilities.
Authority:	Office of the State Fire Marshal
Prerequisites:	None
Standard:	N/A
Hours:	7 hours
Maximum Class Size:	75
Instructor Level:	Primary instructor
Instructor/Student Ratio:	1 primary instructor per 75 students
Restrictions:	This course is scheduled and taught by OSFM staff only.
SFT Designation:	FSTEP

Required Resources

Instructor Resources

To teach this course, instructors need:

Required

- Fireworks in California (OSFM, Current edition)
- Instructor Guide (OSFM, Current edition)

Student Resources

To participate in this course, students need:

- Fireworks in California (OSFM, Current edition)

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

Facilities

- Standard classroom equipped for 75 students
- Whiteboards or easel pads with appropriate writing implements
- Projector/TV with appropriate laptop connections
- Wifi/Internet access

Time Table

Segment	Lecture	Application	Unit Total
Day 1:			
Topic 1-1: Orientation and Introduction	1.0	0.0	
Topic 1-2: Pyrotechnic Laws and Regulations	1.5	0.0	
Topic 1-3: Permit and Inspection Process	1.0	0.0	
Topic 1-4: Open Flame and Fire Performers	1.0	0.0	
Topic 1-5: Proximate Audience Pyrotechnic Demonstration	1.5	0.0	
Topic 1-6: Course Evaluations	1.0	0.0	
Day 1 Totals	7.0	0.0	7.0
Course Totals	7.0	0.0	7.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled and the acquired structure selected for training. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Objectives

Course Objectives

1. Provide students with the knowledge, skills and abilities to recognize common and special hazards in the pyrotechnic industry and enforce fire prevention laws and regulations while assigned to proximate audience pyrotechnic events.
2. Provide students with information about the role of the fire department while assigned to proximate audience pyrotechnic events.
3. Provide a level of enforcement consistency from jurisdiction to jurisdiction when assigned to proximate audience pyrotechnic events.
4. Provide the Pyrotechnic Industry and the People of the State of California a safe environment when observing a proximate audience pyrotechnics public display for group entertainment.

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer course and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master in order to complete the TLO.

Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.