Fire and Life Safety Educator 1
Course Plan

Course Details

Certification: Fire and Life Safety Educator

CTS Guide: Fire and Life Safety Educator Certification Training Standards Guide (2015)

Description: This course provides the skills and knowledge needed for a Fire and Life Safety Educator to safely, effectively, and competently coordinate and deliver existing educational programs and information.

Designed For: Fire and Life Safety Educator certification candidates and individuals who perform fire and life safety education within their fire agency

Prerequisites: Introduction to Strategic Community Risk Reduction (NFA Q0841 or current course number/title)

Standard: Complete all activities, skills, and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours (Total): 28 hours

(22.5 lecture / 5.5 application / testing time determined by AHJ)

Maximum Class Size: 30

Instructor Level: Instructor Level 1

Instructor/Student Ratio: 1:30

Restrictions: None

SFT Designation: CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:
- *Fire and Life Safety Educator: Principles and Practice* (Marsha Giesler, 2nd edition, ISBN: 13-978-1284041972)
  or
  Fire and Life Safety Educator (IFSTA, Fire Protection Publications, 3rd edition, ISBN: 978-087939396-0)
- NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications (current edition)
- NFPA 1300: Standard on Community Risk Assessment and Community Risk Reduction Plan Development (current edition)
- NFPA 1730: Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations to the Public (current edition)

Online Instructor Resources

The following instructor resources are available online at
https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/:
- *America Burning: The Report of The National Commission on Fire Prevention and Control* (1973)
- *America Burning: Revisited* (1987)

Student Resources

To participate in this course, students need:
- *Fire and Life Safety Educator: Principles and Practice* (Marsha Giesler, 2nd edition, ISBN:13-978-1284041972)
  or
- *Fire and Life Safety Educator* (IFSTA, Fire Protection Publications, 3rd edition, ISBN: 978-087939396-0)

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:
- None

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	1.0	0.0	
Topic 1-2: Fire and Life Safety Educator Certification Process	1.0	0.0	
Unit 1 Totals	**2.0**	**0.0**	**2.0**
Unit 2: Introduction to Fire and Life Safety Education			
Topic 2-1: Fire and Life Safety Educator Roles and Responsibilities	1.0	0.0	
Topic 2-2: Risk Determination Methods	1.0	0.0	
Topic 2-3: Historic Incidents and their FLSE Impact	1.0	1.0	
Topic 2-4: Additional FLSE Considerations	0.5	0.0	
Unit 2 Totals	**3.5**	**1.0**	**4.5**
Unit 3: Education and Implementation			
Topic 3-1: Selecting FLSE Instructional Materials	2.5	0.0	
Topic 3-2: Practicing Safety During FLSE Activities	1.0	0.0	
Topic 3-3: Presenting FLSE Lesson Plans	2.0	4.0	
Topic 3-4: Adapting FLSE Lesson Plans to Audience Needs	0.5	0.5	
Topic 3-5: Advertising FLSE Events	1.0	0.0	
Topic 3-6: Disseminating FLSE Educational Information	1.5	0.0	
Topic 3-7: Disseminating FLSE Information Electronically	0.5	0.5	
Unit 3 Totals	**9.0**	**3.5**	**12.5**
Unit 4: Administration			
Topic 4-1: Documenting FLSE Activities	1.0	0.5	
Topic 4-2: Preparing FLSE Activity Reports	1.0	0.5	
Topic 4-3: Scheduling FLSE Activities	1.0	0.0	
Topic 4-4: Identifying FLSE Community Resources	1.0	0.0	
Unit 4 Totals	**4.0**	**1.0**	**5.0**
Unit 5: Planning and Development			
Topic 5-1: Identifying and Sharing Information with FLSE Partners	2.0	0.0	
Unit 5 Totals	**2.0**	**0.0**	**2.0**
Unit 6: Evaluation			
Topic 6-1: Administering FLSE Evaluation Instruments	1.0	0.0	
Topic 6-2: Scoring FLSE Evaluation Instruments	1.0	0.0	
Unit 6 Totals	**2.0**	**0.0**	**2.0**
Summative Assessment			

Segment	Lecture	Application	Unit Total
Determined by AHJ or educational institution	**TBD**	**TBD**	**TBD**
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	**TBD**	**TBD**	**TBD**
Course Totals	**22.5**	**5.5**	**28.0**

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. 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.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
   - Restroom locations
   - Food locations
   - Smoking locations
   - Emergency procedures
2. Identify classroom requirements
   - Start and end times
   - Breaks
   - Electronic device policies
   - Access and functional needs and accommodations
   - Other requirements as applicable
3. Review course syllabus
   - Course objectives
   - Calendar of events
   - Course requirements
   - Student evaluation process
   - Assignments
   - Activities and skills exercises
   - Required student resources
   - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire and Life Safety Educator Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire and Life Safety Educator certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire and Life Safety Educator certification track
   - Fire and Life Safety Educator
     - SFT issues certification for the cumulative process, not each NFPA level
2. Identify the prerequisites for Fire and Life Safety Educator certification
   - None
3. Identify the course work required for Fire and Life Safety Educator certification
   - 1A: Fire and Life Safety Educator 1
   - 1B: Fire and Life Safety Educator 2
   - 1C: Fire and Life Safety Educator 3
   - One of the following:
     - Fire Inspector 1A: Duties and Administration
     - Company Officer 2C: Fire Inspections and Investigation
     - Three college-level units in Introduction to Fire Technology
   - One of the following: *
     - Public Information and Warning (FEMA EL0105)
     - Public Information Officer – Basic (FEMA G290)
     - Introduction to Incident Information (NWCG S-203)
   - One of the following: *
     - Youth Firesetting Prevention and Intervention (NFA-F0633 *and* NFA-F0634)
     - Youth Firesetting Prevention and Intervention (NFA-R0629)
4. Identify the exams required for Fire and Life Safety Educator certification
   - No exams beyond the summative testing within courses
5. Identify the task book requirements for Fire and Life Safety Educator certification
   - Fire and Life Safety Educator Certification Task Book (2015)
6. Identify the experience requirements for Fire and Life Safety Educator certification
   - One of the following, performing fire and life safety education within a recognized fire agency in California:
     - Three years' full-time paid experience, or
     - Six years' volunteer or part-time paid experience (two months' part-time paid or volunteer = one month full-=time paid), or
     - A combination of full-time paid and part-time paid or volunteer experience equal to three years' full-time paid
7. Identify the position requirements for Fire and Life Safety Educator certification
   - None
8. Describe the certification task book process
9. Describe the certification examination process

- Not required for this certification

Discussion Questions
1. Determined by instructor

Application
1. Determined by instructor

Instructor Notes
1. * Courses taught by outside agencies often change names and numbers. Students should enroll in the most current version of any course, even if the course name or number has changed.

Unit 2: Introduction to Fire and Life Safety Education

Topic 2-1: Fire and Life Safety Educator Roles and Responsibilities

Terminal Learning Objective

At the end of this topic, a student, given definitions, will be able to define community risk reduction (CRR) and identify its application to the beginner Fire and Life Safety Educator's roles and responsibilities.

Enabling Learning Objectives

1. Define "risk"
   - The possibility of loss or injury
   - Someone or something that creates an actual hazard or the perception of a hazard
   - Acceptable risk vs. all risk vs. special risk
2. Define "community risk reduction"
   - The process of identifying, assessing, and managing risks and making decisions that balance risk factors with mission benefits
   - "The essence of risk management lies in maximizing areas that we have some control over the outcome while minimizing the areas where we have absolutely no control over the outcome and the linkage between cause and effect is hidden from us." (Peter L. Bernstein)
   - Programs, actions, and services used by a community, which prevent or mitigate the loss of life, property, and resources associated with life safety, fire, and other disasters within a community. (Vision 20/20)
3. Identify the purpose of risk reduction
   - Risk mitigation
   - Incident prevention
   - Code development
4. Identify public education needs
5. Identify the fire department's role in risk reduction
   - Gathering and examining data
   - Identifying funding sources for risk management programs
   - Developing a risk management program
     - Pre-fire planning
     - Fire loss
     - Hazardous materials
     - Natural hazards
     - Wildland urban interface
     - Injury prevention
     - Disaster preparedness (disaster resistance)
     - Youth Firesetter Intervention program
6. Identify the roles for other fire service divisions within a fire department in risk management programs
   - Prevention/CRR

- Suppression
- Emergency Medical Services (EMS)
- Training
- Administration
- Management

Discussion Questions
1. Which division in the fire department bears the responsibility for community risk reduction?
2. What is "acceptable risk"?
3. What is "all risk"?
4. What is "special risk"?

Application
1. Determined by instructor

Instructor Notes
1. None

CTS Guide Reference: CTS 1-1

Topic 2-2: Risk Determination Methods

Terminal Learning Objective

At the end of this topic a student, given behavior, occupancy, loss history, and hazard information will be able to determine risk and provide risk reduction information to the audiences within their jurisdiction.

Enabling Learning Objectives

1. Describe basic fire behavior
   - The Fire Triangle
     - Heat
     - Fuel
     - Oxidizer
   - Methods of heat transfer
     - Conduction
     - Convection
     - Radiation
   - Effect of fuel configuration on fire growth
   - Products of combustion
     - Components of smoke
       - Carbon Monoxide
     - Heat
     - Light
   - Two deadly phenomena
     - Flashover
     - Backdraft
   - Phases of fire
2. Identify human behavior/reaction to fire
   - Panic
   - Egress management
3. Describe risks associated with occupancy types
   - Identify occupancy classes
   - Primary risks of each occupancy class
   - How occupancies and risks correspond to the fire triangle
4. Describe levels of protection
   - Passive
   - Active
5. Describe the emergency response capability of a jurisdiction
6. Describe how loss history affects risk reduction efforts
7. Describe how unique hazards within a community affect risk reduction program
8. Describe risk impact
   - Short term (immediate threat / response)
   - Long term (ongoing threat / impact)
   - Interconnected (failure to mitigate in one area increases risk in another)

9. Identify the five E's and how they can be used to collaborate with other community resources, departments, and agencies
   - Emergency response
   - Engineering
   - Enforcement
   - Education
   - Economic incentives
10. Compare hazards, probability of occurrence, and consequence to established risk
    - Low risk, high frequency
    - Low frequency, high risk
    - High frequency, low risk
    - High Frequency, high risk

Discussion Questions
1. What unique risks exist in your jurisdiction?

Application
1. Determined by instructor

Instructor Notes
1. NFPA 1730 and NFPA 1300 can be used as a reference for comparing hazards and establishing risk.

CTS Guide Reference: CTS 1-1

Topic 2-3: Historic Incidents and their FLSE Impact

Terminal Learning Objective

At the end of this topic a student, given an overview of historical incidents, will be able to identify the risks reduced as a result of those events.

Enabling Learning Objectives

1. Describe the *America Burning* report and its impact on fire education in the US
2. Describe how historical incidents have identified problems in communities
   - The Great Chicago Fire, Pestigo, and Great Michigan Fires (1871)
   - The Iroquois Theatre Fire (Chicago, IL, 1903)
   - The Great San Francisco Earthquake (1906)
   - The Triangle Shirtwaist Factory Fire (NYC, NY, 1911)
   - Cleveland Clinic Fire (Cleveland, OH, (1929)
   - Kerns Hotel Fire (Lansing, MI, 1934)
   - Cocoanut Grove Nightclub Fire (Boston, MA, 1942)
   - Hartford Circus Fire (Hartford, CT, 1944)
   - Our Lady of the Angels School Fire (Chicago, IL, 1958)
   - Golden Age Nursing Home Fire (Fitchville, OH, 1963)
   - Beverly Hills Supper Club (Southgate, KY, 1977)
   - MGM Grand Hotel Fire (Las Vegas, NV, 1980)
   - Happyland Fire (NYC, NY, 1990)
   - Hamlet Chicken Processing Plant Fire (Hamlet, NC, 1991)
   - September 11 Attacks (NYC, Washington DC, Pennsylvania, 2001)
   - Station Nightclub Fire (West Warwick, RI, 2003)
   - E2 Nightclub Stampede (Chicago, IL, 2003)
   - Cook County Administration Building Fire (Chicago, IL, 2003)
   - San Bruno Pipeline Explosion (San Bruno, CA, 2010)
   - West Fertilizer Company Explosion (West, TX, 2013)
   - The Ghostship Warehouse Fire (Oakland, CA, 2016)
   - Active Shooter/Bombing Incidents
     - Harveys Casino (South Lake Tahoe, NV, 1980)
     - World Trade Center Bombing (NYC, NY, 1993)
     - Murrah Building Bombing (Oklahoma City, OK, 1995)
     - Olympic Games Bombing (Atlanta, GA, 1996)
     - Virginia Tech (Blacksburg, VA, 2007)
     - Sandy Hook Elementary School (Newton, CT, 2012)
     - Boston Marathon Bombing (Boston, MA, 2013)
     - Pulse Nightclub (Orlando, FL, 2016)
     - Las Vegas Concert (Las Vegas, NV, 2017)
   - Wildland fires
     - Oakland Hills Fire (1991)
     - Painted Cave Fire (1990)
     - Panorama Fire (1980)

- o Jones Fire (Shasta County) (1999)
- o Cedar Fire (2003)
- o Rim Fire (2013)
- o Tubbs Fire/Sonoma County Fires (2018)
- o Carr and Camp Fires (2019)
- o Lightning Complex Fires, (2020)
3. Describe how fire and life safety educators play a role in protecting from all risks

Discussion Questions
1. How might a fire and life safety educator engage businesses and schools in educating the public about:
- Evacuation
- Sheltering in place
- Disaster preparedness

Application
1. Given a historical incident, have each student research the incident and identify the risks that led to the incident and how risk reduction has changed as a result (if possible).

Instructor Notes
1. Assign *America Burning* and *America Burning Revisited* as required reading prior to this unit.

CTS Guide Reference: CTS 1-1

Topic 2-4: Additional FLSE Considerations

Terminal Learning Objective

At the end of this topic a student, given a list of topics commonly addressed by Fire and Life Safety Educators, will be able to identify additional FLSE topics to use when educating their community.

Enabling Learning Objectives

1. Identify at risk audiences and behaviors
   - Elderly
   - School age children
   - Pre-school age children
   - Business professionals
   - People with disabilities
   - Patients in hospitals and care facilities
   - Institutional occupancies
2. Identify wildland fire prevention methods
   - Defensible space
   - Wildland home retrofit programs
   - Community-based mitigation (i.e., NFPA Firewise)
   - Evacuation
3. Identify home fire prevention methods
   - Smoke alarms
   - Carbon monoxide alarms
   - Kitchen fire safety
   - Sleeping with doors closed
   - Home escape/evacuation plans
4. Identify current fire protection systems and devices
5. Identify injury cause and prevention
6. Identify additional risk prevention opportunities
   - Child passenger safety
   - Fall prevention
   - Injury prevention
   - Helmet use
   - EMS week
   - CERT (community emergency response team) programs
   - School programs
   - Fire Prevention Week
   - Burn prevention programs
7. Identify liability issues
8. Identify personal image and professionalism expectations

Discussion Questions

1. What programs are delivered in your jurisdiction?
2. How are new topics determined?

Application
1.   Determined by instructor
Instructor Notes
1.   None
CTS Guide Reference: CTS 1-1

Unit 3: Education and Implementation

Topic 3-1: Selecting FLSE Instructional Materials

Terminal Learning Objective

At the end of this topic a student, given a subject, learning objectives, the intended audience, and related resources, will be able to select instructional materials specific to the audience and activity objectives and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

Enabling Learning Objectives

1. Identify audience characteristics
   - Age
   - Educational backgrounds and learning style
   - Cultural and ethnic backgrounds
   - Physical ability and agility
   - Language (specific and slang)
   - Emotional characteristics
   - Values and beliefs
2. Describe learning characteristics of varied audiences and instructional material content
3. Locate applicable instructional materials

Discussion Questions

1. Why is it important to know target audience learning characteristics before selecting program material?
2. What repercussions can come from using inappropriate instruction materials?
3. What do you need to consider when selecting educational materials appropriate for the topic and target audience?

Application

1. Determined by instructor

Instructor Notes

1. Consider available resources for selecting instructional materials specific to the audience and activity objectives, such as puppets, characterization, and demonstration props.
2. NFPA 1035 notes that a Fire and Life Safety Educator I simply delivers prepared lessons and requisite knowledge should focus on those basic skills.

CTS Guide Reference: CTS 3-1

Topic 3-2: Practicing Safety During FLSE Activities

Terminal Learning Objective

At the end of this topic a student, given a lesson plan and a list of equipment, will be able to conduct fire and life safety education activities/demonstrations without injury to the educator or participants.

Enabling Learning Objectives

1. Identify potential hazards
   - Live fire training
   - Lifting and moving
   - Fall hazards
   - Falling object hazards
   - Indoor and outdoor hazards
2. Recognize and mitigate potential hazards
   - Designated safety officer
   - Safety spotters
   - Use of PPE
   - Use of facility staff
     - Facility safety staff
     - Teachers

Discussion Questions

1. What are some potential hazards of a live fire demonstration?
2. What activities are appropriate for different age levels?

Application

1. Determined by instructor

Instructor Notes

1. A fire and life safety educator would not be conducting a live fire training alone, but it is important to know what to do. Consider additional discussion regarding educating in a classroom environment vs. outdoor demonstrations.

CTS Guide Reference: CTS 3-2

Topic 3-3: Presenting FLSE Lesson Plans

Terminal Learning Objective

At the end of this topic a student, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, settings, and an identified audience, will be able to present and follow a lesson plan in order to meet learning objectives.

Enabling Learning Objectives

1. Identify lesson content
2. Describe learning objectives
3. Identify presentation methods
   - Lectures
   - Skits
   - Games
   - Role playing
   - Questioning
   - Team teaching
   - Discussions
   - Music
   - Characterizations
   - Demonstrations
   - Modeling
   - Videos
   - Films
   - Slide (visual) presentations
4. Identify specific audience needs
5. Demonstrate presentation skills and methods

Discussion Questions

1. How does verbiage change when talking to different age groups?
2. What is the purpose of a lesson plan?
3. What are common components of a lesson plan?

Application

1. Given a community risk reduction topic and a lesson plan, have each student present a five-minute lesson (with a three-minute critique).

Instructor Notes

1. Bring application materials.

CTS Guide Reference: CTS 3-3

Topic 3-4: Adapting FLSE Lesson Plans to Audience Needs

Terminal Learning Objective

At the end of this topic a student, given the lesson content and information on the audience, will be able to adapt a lesson plan to meet the audience's needs.

Enabling Learning Objectives

1. Describe how to adapt lesson plans
2. Identify audience needs
   - Accessibility
   - People-first language
   - Social and cultural trends
   - Age
   - Demographics
   - Knowledge, skills, abilities
   - Intent and/or capability for change
3. Discuss how to alter presentation delivery

Discussion Questions

1. What kinds of accommodations would you need to make for preschoolers?
2. What kinds of accommodations would you need to make for older adults?

Application

1. Given a sample lesson plan and an identified audience, have students work in groups to adapt the lesson plan to the audience needs and present their findings to the group.

Instructor Notes

1. Bring sample lesson plans for Application.

CTS Guide Reference: CTS 3-4

Topic 3-5: Advertising FLSE Events

Terminal Learning Objective

At the end of this topic a student, given a scheduled event, will be able to notify the public of the location, date, time, topic, and sponsoring agency of a scheduled event.

Enabling Learning Objectives

1. Identify publicity methods
2. Identify local media resources
3. Identify policies regarding dissemination of information
4. Describe how to use information technology
5. Distribute information

Discussion Questions

1. How many different mediums could you use to announce an event?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 3-5

Topic 3-6: Disseminating FLSE Educational Information

Terminal Learning Objective

At the end of this topic a student, given information and/or materials, a specified audience, and a time frame, will be able to disseminate educational information to the audience within a specified time.

Enabling Learning Objectives

1. Describe legal requirements and policies for the distribution and posting of materials
   - Copyright
   - Fair use doctrine
2. Identify distribution methods
3. Describe venues for communicating with various audiences
4. Utilize available Information technology
5. Determine time requirements for processing information
6. Disseminate information

Discussion Questions

1. What are the proper channels for disseminating educational information to a specified audience? (list different audiences)

Application

1. Determined by instructor

Instructor Notes

1. Topic 3-6 and 3-7 can be taught together.

CTS Guide Reference: CTS 3-6

Topic 3-7: Disseminating FLSE Information Electronically

Terminal Learning Objective

At the end of this topic a student, given an incident, situation, or event information, organizational policies, and methods and time frame for releasing that information, will be able to disseminate information through applicable electronic forms of communications accurately and in a timely manner.

Enabling Learning Objectives

1. Describe agency requirements and policies for distributing and posting materials electronically
   - Via social media
   - Via the internet
   - Via applications (apps)
   - Via news groups and email lists
2. Describe specific methods for disseminating electronic information
   - Collaboration with neighboring jurisdictions
3. Develop, maintain, and strengthen interaction through electronic forms of communication

Discussion Questions

1. Which social media sites does your department use?
2. Which mobile applications (apps) does your department use?

Application

1. Given a topic, have students draft a social media message for their fire department.

Instructor Notes

1. Show examples (positive and negative) of fire agencies using social media sites.
2. Topic 3-6 and 3-7 can be taught together.

CTS Guide Reference: CTS 3-7

Unit 4: Administration

Topic 4-1: Documenting FLSE Activities

Terminal Learning Objective

At the end of this topic a student, given specific forms and formats, will be able to document fire and life safety educational activities by completing each component of the form or format with the correct information.

Enabling Learning Objectives

1. Describe "fire and life safety" strategy
   - A comprehensive organizational plan designed to eliminate or mitigate risks that endanger lives, health, property, or the environment through fire and life safety education programs
   - Can include collaboration with local, state, or national organizations and agencies
   - Result of planning process that begins with determining community needs and issues
2. Describe required forms or formats
3. Identify reporting procedures
4. Identify scheduled activities
5. Utilize forms and formats
6. Gather and assemble information

Discussion Questions

1. What information is necessary to document fire and life safety education activities?

Application

1. Given a specific form and topical information, have students complete a community service request.

Instructor Notes

1. Provide sample forms for community service requests.
2. Ask students to bring sample forms from their agency.

CTS Guide Reference: CTS 1-2

Topic 4-2: Preparing FLSE Activity Reports

Terminal Learning Objective

At the end of this topic a student, given specific forms or formats and information on activities, will be able to prepare activity reports with the correct information.

Enabling Learning Objectives

1. List types of educational activities
   - Lessons
   - Public presentations
   - Community contacts
   - Demonstrations
   - Safety fairs
   - Special events
   - Home inspections
   - New releases
   - Media interviews
   - Billboards
   - Social media posts
     - Likes, reposts, data, impressions
   - Engine school visits
   - Station tours
2. List classifications for activities
3. Identify types of documentation methods and AHJ-preferred methods
4. Identify the purpose of the forms or formats
5. Compile information
6. Maintain records

Discussion Questions

1. What are some examples of fire and life safety education activities?

Application

1. Given an activity request and appropriate forms, have students listen to a fire and life safety activity request from a member of the public and fill out the appropriate form with the information given.

Instructor Notes

1. Bring application materials.

CTS Guide Reference: CTS 1-3

Topic 4-3: Scheduling FLSE Activities

Terminal Learning Objective

At the end of this topic a student, given a list of events, activity requests, pre-activity requirements, and time allotments, will be able to maintain a work schedule and complete all activities in a work schedule without conflict.

Enabling Learning Objectives

1. Identify scheduling limitations and program requests
2. Schedule time for pre-activity requirements
3. Schedule events without conflict

Discussion Questions

1. What pre-activity tasks do you need to accomplish prior to an event?

Application

1. Determined by instructor

Instructor Notes

1. Consider distributing samples of event calendars, activity requests, pre-activity requirements, and time allotments.

CTS Guide Reference: CTS 1-4

Topic 4-4: Identifying FLSE Community Resources

Terminal Learning Objective

At the end of this topic a student, given a current list of resources, organizations, and identified need(s), will be able to identify community resources, services, and organizations, and refer the public to the applicable resource(s).

Enabling Learning Objectives

1. Identify current community resources, services, and organizations
2. Convey information

Discussion Questions

1. How would you define or describe a community resource, service, or organization?
2. What types of community resources, services, and organizations are available for residents with community service inquiries?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 1-5

Unit 5: Planning and Development

Topic 5-1: Identifying and Sharing Information with FLSE Partners

Terminal Learning Objective

At the end of this topic a student, given current fire and life safety issues and community resources, services, and organizations, will be able to identify partners and share information and resources to address current fire and life safety issues.

Enabling Learning Objectives

1. Identify community risk reduction programs in the organization
2. Identify current community resources, services, and organizations
3. Discuss current fire and life safety issues
4. Identify organizations with common fire and life safety goals
5. Recognize opportunities for shared effort(s)

Discussion Questions

1. How does a Fire and Life Safety Educator helping to resolve a citizen's inquiry benefit the community, even if it is not a fire department problem?
2. What opportunities do the fire department and community resource organizations have to discuss common goals?

Application

1. Determined the instructor

Instructor Notes

1. Consider providing a list of fire and life safety "hot topics" and a contact list of fire service-related organizations.

CTS Guide Reference: CTS 2-1

Unit 6: Evaluation

Topic 6-1: Administering FLSE Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given the appropriate evaluation instrument and testing policies and procedures, will be able to administer an evaluation method to measure lesson outcomes.

Enabling Learning Objectives

1. Identify evaluation instruments
2. Describe learning objectives
3. Identify testing policies and procedures
4. Apply testing policies and procedures

Discussion Questions

1. What is the purpose of the evaluation process?
3. What is the Fire and Life Safety Educator's role in the evaluation process?
4. What is the proper procedure for administering an evaluation instrument for a fire and life safety education presentation?

Application

1. Determined by instructor

Instructor Notes

1. Consider sharing different examples of evaluation techniques with the students.

CTS Guide Reference: CTS 4-1

Topic 6-2: Scoring FLSE Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given scoring procedures and a grading scale, will be able to score an evaluation instrument to determine lesson outcomes.

Enabling Learning Objectives

1. Describe scoring techniques
2. Identify grading techniques
3. Determine grading scales
4. Report information

Discussion Questions

1. What is the proper procedure for scoring the results of an evaluation following a fire and life safety education presentation?

Application

1. Determined by instructor

Instructor Notes

2. None

CTS Guide Reference: CTS 4-2

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 delivery 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.

Skill Sheet
The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.