

PUBLIC EDUCATION 1

INSTRUCTOR GUIDE

Accredited by



CALIFORNIA STATE FIRE MARSHAL

California Fire Service
Training and Education System

DECEMBER 1989

INSTRUCTOR GUIDE

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Published By

CALIFORNIA STATE FIRE MARSHAL
CALIFORNIA FIRE SERVICE TRAINING and EDUCATION SYSTEM
7171 BOWLING DRIVE, SUITE 600
SACRAMENTO, CA 95823

C F S T E S

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for Fire Service Training in California. CFSTES is a composite of all the elements that contribute to the development, delivery and administration of training for the California Fire Service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

The role of CFSTES is one of facilitating, coordinating and assisting in the development and implementation of standards and certification for the California Fire Service. CFSTES manages the California Fire Academy System by providing standardized curriculum and tests, accredited courses leading to certification, approved standardized training programs for local and regional delivery; administering the certification system; and publishing Career Development Guides, Instructors Guides, Student Manuals and other related support materials.

This system is as successful and effective as the people involved in it. It is a fire service system developed by the fire service, for the fire service . . . and we believe it is the best one in the country.

A C K N O W L E D G E M E N T S

The material contained in this guide has been developed by the Training Division of the California State Fire Marshal's Office and approved by the State Board of Fire Services for fire service personnel and for personnel in related occupations who are pursuing one or more of the certification programs.

**JAMES F. McMULLEN, Chief
California State Fire Marshal**

**KEN WAGNER
Division Chief, Training**

Special acknowledgement and thanks are extended to the following members of the Training Division and Public Education Unit for their diligent efforts and contributions that made the final publication of this document possible.

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The material contained in this document was compiled and organized through the cooperative effort of numerous professionals within, and associated with, the California Fire Service.

We gratefully acknowledge the following individuals who served as the principal developers for this document.

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ANNA CAVE
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DAN TINNEL, Chico Fire Department; and **JIM EASTMAN**, Sacramento County Fire District for assisting in editing and placing the manual in the appropriate format.

The California State Fire Marshal's Public Education Advisory Committee.

The California Fire Chief's Association, Fire Prevention Officer's Section, Public Education Committee.

A special thanks is directed toward the students who participated in the pilot course and assisted in the course revision process.

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INTRODUCTION

This publication is intended to serve as an Instructor's Guide. The Guide has been designed to include lesson plans, assignment sheets and information sheets. Suggested application methods have been identified throughout each lesson for the instructors' use at appropriate times during their presentation.

The success of the students in this course depends greatly on the instructors' conformance to the student behavioral objective prescribed at the start of each lesson. The remaining portion of the lesson plan has been designed to serve only as a guide; and as such, should not preclude instructors from adapting their lesson plans to best meet the needs of the students.

Group activities and direct application of the skills addressed in this curriculum are essential to the success of this course. The various forms, guidelines and procedures are examples only and are included as a resource for use where appropriate.

Each page within the Instructor Guide is identified in the upper left corner with either of two headings (Instructor Guide or Instructor Info) that denote the function of the material contained on the page.

INSTRUCTOR GUIDE

Material on these pages is intended to serve as an outline of instruction in lesson plan form. For each topic identified in the course outline, a lesson plan has been developed that contains: a level of instruction, time frame, student behavioral objective, references, materials needed and lesson content.

- o **LEVEL OF INSTRUCTION.** Identifies the instructional level which the material was designed to fulfill. Obviously, the instructor has the latitude to increase the level based on time available, local conditions and the students' apperceptive base.
- o **TIME ALLOTMENT.** The minimum, estimated duration required for "in class" presentation based on a 36-40 hour, five day course.
- o **STUDENT BEHAVIORAL OBJECTIVE.** The behavioral objective is a statement of the student's performance desired at the end of instruction. The instructor must make sure that enough information is given in the presentation to enable the student to perform according to the goal.
- o **REFERENCES.** These are the specific references that the instructor must study to teach the lesson -- books, manuals, bulletins, scripts, visual aid utilization plans and the like -- including page numbers.

- o **MATERIALS NEEDED.** This should be a complete list of everything the instructor will need to present the lesson, including handout materials, visual aids, quizzes, examinations, answer sheets and so on. If the lesson requires the instructor to make any visual preparation, this should be stated.
- o **LESSON CONTENT.** Includes information utilized in the 4 Step Method of Instruction. Two different terms are used to identify material that appears in the application column of the lesson plan.
 - Discuss or Review. Identifies potential questions or discussion items that the instructor may choose to utilize during the presentation of the lesson to gain feedback and monitor student progress. Although material is included here, instructors are encouraged to develop their own material.
 - Instructor Note. Alerts the instructor of a possible method of conducting instruction, points out items to be covered within discussion, identifies student exercises and references pages in the student manual.

INSTRUCTOR INFO

Material on these pages is also found in the Student Manual. They contain information related to specific topics within the curriculum in the form of information sheets, assignment sheets, charts and forms.

CONSIDERATIONS FOR LESSON DELIVERY

With the exception of simulation equipment and materials, the information within the course is designed for presentation without the use of commercially or locally developed films, video tapes and slides. This does not mean that the instructor is prohibited from employing audio visual aids during the course. The instructor is encouraged to utilize any a/v which will assist in the presentation of material and attainment of performance goals.

The students should be required to review the material previously covered and scan the material in upcoming class sessions. This will facilitate topic development and provide the instructor with a more receptive student base for class discussions.

Learning can be enhanced if the instructor divides the class into groups totalling 4-7 members. Student exercises can then be completed as group projects within the classroom. Placement into groups should occur within the first few hours of instruction.

The curriculum affords numerous opportunities for student exercises within their groups. Additional development of student exercises is encouraged by the instructor based upon time available and the applicability to performance goals.

**PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS**

ADMINISTRATIVE DETAILS

Each regional course should begin by taking care of the administrative necessities and discussing some of the parameters of the course. The following checklist is provided as an aid to identify the usual items that should be discussed at the beginning of each course.

- Registration
- Instructor Introduction
- Student Introduction
- Explanation of the Certification System
- Course Hours
- Minimum Passing Score
- Make-up Quizzes/Exams
- Exam Retake
- Homework
- Breaks
- Smoking
- Tardiness
- Absences

**PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS**

GRADING SHEET

<u>ASSIGNMENT</u>	<u>POINTS</u>
1. Presentation	10
2. Student Presentations	150
3. Press Release	10
4. Activity Report	10
5. Student Presentation Evaluations	50
6. Systematic Planning (10 points for each step)	50

TOTAL POSSIBLE = 280 POINTS



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PUBLIC EDUCATION OFFICER I

(a) PROGRAM OVERVIEW

Public Education Officer I is designed for those individuals directly involved in the planning and delivery of fire safety and fire prevention programs to the public. It is the first of two levels of certification for Public Education Officers.

Three courses comprise the educational requirements:

Fire Prevention 1A - Fire Inspection Practices

Fire Prevention 1B - Code Enforcement

Public Education 1 - Systematic Planning and Communication Skills

(1) PURPOSE AND GOALS

- (A) To set minimum performance standards for Public Education Officer I.
- (B) To identify the tasks a candidate must perform to obtain certification as a Public Education Officer I.
- (C) To establish a standard curriculum of public education officer courses for California fire service training programs.
- (D) To provide the means for maintaining a record of training accomplishments.
- (E) To correlate SBFS certification standards with state and national certification program standards.*
- (F) To have all fire fighters in California become certified to an appropriate level.

(2) TRAINING GUIDES AND RESOURCES

- (A) Public Education Officer I (under development) and Fire Prevention Officer I Career Development Guides provide an analysis of each task contained in the Public Education Officer I Program. This guide lists a performance standard for each task listed and an applicable reference source.
- (B) An Instructor Guide for each course providing the instructor with lesson plans and objectives for all tasks included in the Public Education Officer I curriculum. (Under development)
- (C) A Student Manual for each course. (Under development)
- (D) A Certification Exam for each course.

*Certification in California exceeds the requirements as identified in the National Professional Qualifications Board Standards.



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PUBLIC EDUCATION OFFICER I

(b) CERTIFICATION GUIDELINES

TO BECOME CERTIFIED:

(1) INSTRUCTION

- (A) Participants shall, through an Accredited Instructor, complete the training as specified in each of the three Instructor Guides.
- (B) See Section 23.00 for requirements on Accredited Instructors.
- (C) Successfully complete, with a 70% score, the certification exams for each of the three courses as proctored by the Accredited Instructor.

(2) PREREQUISITE

- (A) Certified Fire Fighter II or hold the rank of company officer
[See experience requirement (3)(A)]

- or -
- (B) Completion of 30 semester units from an accredited college, of which 15 units must be from the Uniform Fire Technology, or Fire Science curricula. [See experience requirement (3)(B)]

(3) EXPERIENCE

- (A) Have completed a minimum of 2 years experience as a full-time, paid fire fighter in a California fire department and 1 year paid occupational experience as a Public Education Officer.

- or -
- (B) Have completed a minimum of 3 years experience as a full-time, paid Public Education Officer for a California fire department.

(4) APPLICATION

Application for certification and payment of the certification fee may be made at any time. Applicants will be obligated to meet only those requirements in effect at the time of payment. To complete the application for certification, the following must be submitted to CFSTES:

- (A) An application form or written request for certification as a Public Education Officer I.
- (B) Copies of the completion certificates for each of the three courses.
- (C) Copy of Fire Fighter II certification.
- (D) Copies of college transcripts [If meeting prerequisite #2(B)].
- (E) Verification of the experience requirement signed by the Fire Chief and written on department letterhead.
- (F) The certification fee.

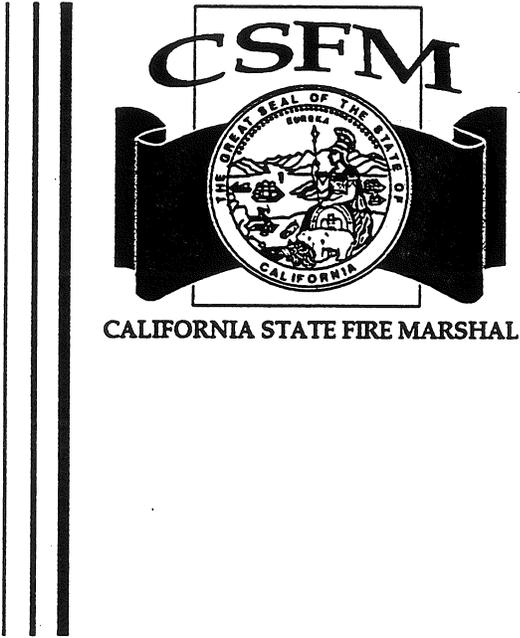
(5) EVALUATION

- (A) CFSTES scores the certification exam and mails notification of results to the participant after each course. A minimum of 70% score is required to receive certification credit.
- (B) Those passing the certification exam will receive a course certificate with their exam results.

Those failing the certification exam may retake the exam one time after 30 days from the original test date at no additional charge.

Those participants failing the certification exam both times must repeat the course.

||| **PUBLIC EDUCATION 1**



PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 1

TOPIC: **Course Overview**

LEVEL: **II**

TIME: **90 minutes**

BEHAVIORAL OBJECTIVES:

Given: **An oral exam.**

Performance: **The student will identify course and certification requirements.**

Standard: **With 100% accuracy, according to the information contained in the student handout material.**

REFERENCES: **CFSTES, Policy and Procedures Manual**

MATERIALS NEEDED: **Student Handout Material, Chalk Board/Chalk, Flip Chart/Pens/Easel, Overhead Projector/Screen**

PREPARATION: **In order to receive the maximum benefit from this Public Education Officer class it is important that you understand how the California State Fire Marshal Office CFSTES system works. During the next 90 minutes we will cover the CSFM's education and certification system, and the policies and procedures utilized. This period of time will also give us an opportunity to introduce ourselves and understand each other's backgrounds and experiences.**

PRESENTATION	APPLICATION
<p>B. COURSE EXPECTATIONS</p> <ol style="list-style-type: none"> 1. Student participation and involvement 2. 5 assignments 3. CFSTES test- 50 question, multiple choice <p>III. Program Overview</p> <p>A. Program Overview</p> <ol style="list-style-type: none"> 1. Course meets one requirement for certification of Public Education Officer I 2. Public Education is part of the entire certification system 3. Course requirements for Public Education Officer Certification <ol style="list-style-type: none"> a) Fire Prevention 1A b) Fire Prevention 1B c) Public Education 1 4. 2nd level-Public Education Officer II not yet implemented 	<p>INSTRUCTOR NOTE:</p> <p>Refer to Student Handout, <u>Program Overview</u></p> <p>OHT# Certification System</p> <p>OHT# Public Ed. Cert. Chart</p>
<p>B. CERTIFICATION GUIDELINE</p> <ol style="list-style-type: none"> 1. Instruction <ol style="list-style-type: none"> a) Complete the training for all three courses b) Pass all the certification exams for all three courses 	<p>INSTRUCTOR NOTE:</p> <p>Refer to Student handout, Certification Guideline</p>

PRESENTATION	APPLICATION
<p>2. Prerequisite</p> <p>a) Certified Fire Fighter II or hold the rank of company officer</p> <p>- or -</p> <p>b) Complete 30 semester units, 15 unit must be from the Uniform Fire Science curricula</p> <p>3. Experience</p> <p>a) Complete a minimum of 2 years experience as a full time, paid fire fighter in a California fire department; and 1 year paid occupational experience as a Public Education Officer</p> <p>1) Used with a prerequisite a</p> <p>- or -</p> <p>b) Complete a minimum of 3 years experience as a full-time, paid Public Education Officer for a California fire department</p> <p>1) Used with prerequisite b</p>	
<p>IV. STUDENT INTRODUCTION</p>	
<p>A. GUIDELINE FOR INTRODUCTIONS</p>	
<ol style="list-style-type: none"> 1. Name 2. Department background <ul style="list-style-type: none"> o Name of department or agency o Size of Department o Job title o Division in the department 3. Your responsibility 4. Experience 5. Why you are here 6. (Maximum 2 minutes each) 	

SUMMARY:

During this period of instruction we have covered the grading system and course schedule we will use in this class. We also covered the State Fire Marshal Office Policies and Procedures concerning certification. We cover the subject matter that will be covered in this class. Should you have any questions concerning Public Education Officer certification that was not covered in the class, or in the handouts, please contact me.

EVALUATION:

The student will take an oral quiz.

ASSIGNMENT:

NONE

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 2

TOPIC: **The Need for Public Education**

LEVEL: **II**

TIME: **1 hour**

BEHAVIORAL OBJECTIVES:

Given: **Written exam and the Public Fire Education Survey.**

Performance: **The student will identify the need for Public Fire Education.**

Standard: **With 70% accuracy, according to the information contained in the student manual, pages 1 to 5.**

REFERENCES: **"If You Could See Me Now", Coronet, MTI**

MATERIALS NEEDED: **VCR & Monitor, Flip Chart, Easel, Pens Video Tape (above).**

PREPARATION: **Some of you may be wondering why you are here. Since public fire education is a relatively new focus for fire prevention, its role in the fire service is not clearly defined -by fire chiefs, fire fighters, the community, or by the educators themselves. This lesson will help you to examine public education to determine why it should be an important and necessary part of the fire service.**

PRESENTATION	APPLICATION
<p>I. WHAT IS PUBLIC FIRE EDUCATION</p> <p>A. Public Fire Education includes:</p> <ol style="list-style-type: none"> 1. awareness 2. education 3. program 4. fire prevention technique 5. new idea 6. threat to suppression forces 7. public relations tool 8. funding method 9. other <p>B. WHO IS IN NEED OF IT</p> <ol style="list-style-type: none"> 1. everyone (instruct students to be more specific) 2. young 3. old 4. handicapped 5. care-givers 6. parents 7. latch-key children 8. baby-sitters 9. employees 10. administrators 11. firefighters 12. others <p>C. WHAT PEOPLE NEED TO KNOW</p>	<p>INSTRUCTOR NOTE: Begin the class with the following questions already written on the flip chart on one page. As you ask each question of the students, write their responses below it for later.</p> <p>What is public fire education?</p> <p>List student responses on chart</p> <p>Who needs public fire education?</p> <p>List student responses on chart</p>

PRESENTATION	APPLICATION
<p>1. stop, drop & roll 2. crawl low under smoke 3. put a lid on a grease fire 4. space heaters need space 5. all other behaviors students can think of</p> <p>D. WHO HAS THE RESPONSIBILITY FOR IT</p> <p>1. fire department personnel 2. men, women and children 3. fire prevention bureau 4. city manager 5. fire chief 6. city council 7. answers should reflect the need to make everyone knowledgeable and accountable</p> <p>E. The Key . . .</p> <p>Public Fire Education is the key to fire prevention</p>	<p>Do people need to know about public fire education?</p> <p>Whose responsibility is public education?</p> <p>List student responses on chart</p> <p>INSTRUCTOR NOTE:</p> <p>Administer Public Fire Education Pre-Survey.</p> <p>Collect papers and have them corrected before final session.</p> <p>INSTRUCTOR NOTE:</p> <p>Show video tape "If You Could See Me Now" (Coronet MTI) Student discussion of the video</p> <p>How did that make you feel?</p> <p>What can we do?</p>

PRESENTATION	APPLICATION
<p>II. REDUCING DEATHS THROUGH PUBLIC FIRE EDUCATION</p> <p>A. "America Burning" Report (1973)</p> <ol style="list-style-type: none"> 1. Over 12,000 Fire Deaths 2. Belief that Public Education could impact these statistics 3. Current statistics show fire deaths reduced to under 6,000 <p>B. Lessons Learned</p> <ol style="list-style-type: none"> 1. Where people are dying <ol style="list-style-type: none"> a) single family dwellings b) large hotel and highrise buildings 2. When people are dying <ol style="list-style-type: none"> a) Between midnight and 4 a.m. 3. Types of people that are dying <ol style="list-style-type: none"> a) very old and very young b) unable to remove themselves from a building in the event of a fire 4. Why people are dying <ol style="list-style-type: none"> a) Misuse of smoking material b) Not necessarily from the fire itself c) Primarily from smoke inhalation <p>III. FIRE DRILLS</p> <p>A. AT HOME</p> <ol style="list-style-type: none"> 1. Exit drills in the home (EDITH) <ol style="list-style-type: none"> a) make a plan b) two ways out c) prearranged meeting place (outside) d) Get out and stay out 	<p>Where are people dying?</p> <p>When are people dying?</p> <p>Who is dying?</p> <p>Why are people dying?</p>

PRESENTATION	APPLICATION
<p>2. Multi-Family Dwellings</p> <ul style="list-style-type: none"> a) coordinate with building manager b) make a plan and schedule drill c) consider/discuss unusual circumstances <p>3. Procedures if unable to exit building</p> <ul style="list-style-type: none"> a) close door b) cover air vents and cracks c) stay in room d) use phone/signal to outside to identify your location <p>B. AT SCHOOL</p> <p>1. Establish/review exit drill procedures</p> <ul style="list-style-type: none"> a) consider/discuss unusual circumstances b) identify type/sound of alarm signal <p>2. Routinely practice exit drills at home</p> <p>C. AT HOME</p> <p>1. Become familiar with evacuation procedures</p> <ul style="list-style-type: none"> a) sound of alarm b) evacuation routes c) avoid use of elevators d) consider unusual circumstances <p>2. Conduct drills on a regular basis</p>	

SUMMARY:

We have the finest firefighters in the world and we have the finest fire equipment that can be made. However, we have the worst fire record of any industrial type nation in the world. If we are going to do anything towards improving this situation we must spend more time addressing the issue of public fire education.

In the event that we are caught in a building when fire breaks out, we must be aware of safe exiting procedures. To ensure the safe exiting of a building on fire, we must all practice exit drills on a regular basis.

Always know two ways out, wherever you are. When visiting another home or in a restaurant, theater, or other public building, identify your first way out and a second way out to use if the primary exit is impassable. Insist that your entire family know two ways out of wherever you are. Make it a game. When you sit down at a restaurant, quiz each other about location of exits.

YOU CAN LEARN NOT TO BURN BY REMEMBERING TO:

- o Stop, drop, and roll to smother the flames if your clothes catch fire
- o Install and maintain smoke detectors on each level or floor of your home and outside each sleeping area. Test the detector according to manufacturers directions and replace weak batteries right away
- o Crawl low on your hands and knees to exit the building if you are caught in a smoke-filled room or building. The cleaner air is closer to the ground.
- o Conduct fire drills often. Once outside the building, STAY OUT. Go to the meeting place outside to account for everyone's evacuation. Remember . . . Fire Drills Save Lives!

EVALUATION:

The student will complete the written examination and the Public Fire Education Survey.

ASSIGNMENT:

Read student manual, pages 1 to 5.

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 3

TOPIC: Introduction to Communication

LEVEL: II

TIME: 20 minutes

BEHAVIORAL OBJECTIVES:

Given: A written examination

Performance: The student will describe the components of the educational loop and list the four basic types of questions.

Standard: With 70% accuracy, according to the information contained in the Student Manual, pages 7 to 12.

REFERENCES: Management of Public Education, National Fire Academy, National Emergency Training Center.

MATERIALS NEEDED: Overhead Transparencies, Overhead Projector, and Screen.

PREPARATION: In order to be an effective public educator, you must be able to communicate with people, both verbally and in writing. This afternoon, we will be discussing both of these forms of communication. At the conclusion of these series of lessons, you will be able to write a press release, prepare an outline for a presentation, and you will have acquired valuable information to make you a better public speaker. You will then be given an opportunity to put this information to use by preparing and giving your own 20 minute presentation.

PRESENTATION	APPLICATION
<p>1. Webster's Dictionary defines it as, "A process by which information is exchanged between individuals through a common system of symbols, signs, or information."</p> <p>2. Another definition is "To transmit information, thought, or feeling so that it is satisfactorily received or understood."</p> <p>3. An even simpler definition says, "To communicate is to make known."</p>	<p>* Expose second definition</p> <p>* Expose third definition</p>
<p>B. Failure To Communicate</p> <p>1. Fail to exchange information</p> <p>2. Transmit false or negative information, thoughts, or feelings</p> <p>3. To obscure, hide, or conceal</p>	<p>* OHT# CS-4 "A Failure to Communicate"</p>
<p>C. Communication As A Tool</p> <p>1. Flexible-many ways to do it</p> <p>2. Powerful-can alter beliefs and opinions</p> <p>3. Essential-to getting the message out</p>	
<p>D. How Learners Retain Information</p> <p>1. As you can see, then, there are several ways to communicate and we as educators must select what we would like our audience to do for maximum learning.</p>	<p>*OHT # CS-5 "Learning Levels" Discuss each level briefly</p>

PRESENTATION	APPLICATION
<p>2. Since education is basically a communication process, we must learn a little bit about the process communication. We will look at this process through something called the "educational loop".</p> <p>III. EDUCATION LOOP COMPONENTS</p> <p>A. THREE LOOP COMPONENTS</p> <ol style="list-style-type: none"> 1. Stimulus- This is the message; a presentation of the information 2. Response- This is the audience reaction to the message, or stimulus 3. Feedback- The instructor must decide if the audience response is correct and either reinforce it if the response is correct, or reteach it the information if the response is incorrect <p>B. COMPLETING THE LOOP</p> <ol style="list-style-type: none"> 1. Thus, the public educator must be sure that the loop has been complete know if information is being received correctly. 2. While this is difficult to do for written information such as brochures, news releases, etc., you can, and should, do this as a part of every oral presentation. 3. This is accomplished through the use of good questioning techniques. 	<p>* OHT# CS-6 "Educational Loop"</p>
<p>IV. QUESTION TECHNIQUE</p>	<p>During what part of the educational loop are questions valuable?</p>

PRESENTATION	APPLICATION
<p>A. IMPORTANCE OF QUESTIONS:</p> <ol style="list-style-type: none"> 1. Are a helpful way of obtaining feedback (educational loop component) 2. Often enrich and broaden the program 3. Serve as an introduction/bridge between points 4. We will deal with two basic types of questions <ol style="list-style-type: none"> a) Speaker initiated b) Audience initiated <p>B. SPEAKER INITIATED QUESTIONS</p> <ol style="list-style-type: none"> 1. Those that a speaker uses during a presentation to obtain feedback or to stimulate thought or discussion 2. There are four basic types of questions a speaker may use: <p>A. Overhead - Put out to the entire group; a general question</p> <p>B. Direct - asked of a specific person</p> <p>C. Rhetorical - Doesn't really require or desire a direct answer</p> <p>D. Relay - Send a question from the audience back to the audience. Use know-it-all students to best advantage here.</p> <p>For Example: A teacher may respond to a student question by saying, "Good question, Joe. Can anybody else answer this question?"</p>	<p>* OHT# CS-7 "Questions" (expose each as its discussed)</p>

PRESENTATION	APPLICATION
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C. AUDIENCE INITIATED QUESTIONS

- 1. Those questions the speaker permits the audience to clarify information or to obtain information not directly covered during the body of the presentation.

- 2. Some general guidelines for audience initiated questions:
 - a) Be sure to leave time at your presentation for questions

 - b) Encourage questions with both your body language and the tone of your voice

 - c) Answer questions briefly and directly. Don't give information that they are looking for

What is an example of an overhead question?

Direct question?

Rhetorical question?

*Direct students attention to the handout in their book that deals with the do's and don'ts of asking questions

SUMMARY:

During this class session we have talked about the definitions of communication, components of the education loop, and the four basic types of questions.

Remember that it is necessary for an instructor to understand that people use many types of communication, and they communicate in both verbal and non-verbal ways. It is the challenge of the Public Education Officer to direct all communications so that they are clear and positive.

Remember that the Educational Loop is made up of Stimulus, which is the presentation of information; Response, or audience reaction to the message; and Feedback, which is based on the instructor's perception of whether the information is correct or incorrect. Based on this perception, the instructor must act accordingly.

Questioning technique is also very important to for an instructor. The four basic types of questions. Overhead, Direct, Rhetorical, and Relay. All types should be incorporated in instruction to involve the student and to make sure all points are clear, and questions properly covered.

EVALUATION:

The student will complete the written examination.

ASSIGNMENT:

Read student manual pages 7 to 12.

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 4

TOPIC: Oral Communication

LEVEL: II

TIME: 90 minutes

BEHAVIORAL OBJECTIVES:

Given: A written examination and an in class activity.

Performance: The student will demonstrate the ability to prepare an outline for a presentation and deliver the presentation on a selected fire service topic.

Standard: With 70% accuracy, according to the information contained in the student manual, pages 13 to 23.

REFERENCES: The Art of Public Speaking, Stephen E. Lucas: Random House, 1983.

MATERIALS NEEDED: Overhead Transparencies, Overhead Projector, and Screen.

PREPARATION: Public speaking is a vital part of any public educator's job. While public speaking does not come naturally to most people, with a little knowledge, proper preparation, and lots of practice, almost anyone can become a good public speaker. During this lesson, I will share with you the basics for preparing and presenting a speech before an audience. You will then be given assignments that permit you to test these newly acquired skills during an actual presentation.

PRESENTATION	APPLICATION
<p>I. INTRODUCTION TO ORAL COMMUNICATION</p> <p>A. NERVOUSNESS AND PUBLIC SPEAKING</p> <ol style="list-style-type: none"> 1. Don't worry. That is very normal. Even the best of speakers get nervous before they make a presentation. 2. In fact, a study conducted in 1973 showed that 41% of Americans place speaking before a group as their greatest fear. 3. As you can see, death was only listed by 19% of the people. I guess you can say that to many people, public speaking is a fate worse than death! 4. Being nervous should not stop you from making public presentations however. <ol style="list-style-type: none"> a) Preparation and practice can help alleviate your fear b) Fear and nerves can be used to your advantage by getting you "up" for a program 5. In fact public speaking is similar to the conversation that we engage in every day. <ol style="list-style-type: none"> a) It is more structured b) It requires more formal language c) It requires a different method of delivery 6. Let's focus now on how to successful deliver a presentation and minimize you nervousness and fear. 	<p>Do any of you get nervous when you have to speak before a group?</p> <p>*OHT CS-8 Greatest Fear"</p> <p>How do you think public speaking might differ from conversation?</p>

PRESENTATION	APPLICATION
<p>B. PREPARING A PRESENTATION</p> <p>1. There are many details that must be addressed before you ever begin an outline for a presentation.</p> <p>2. Know your audience!</p> <p>a) In order to present information well, you must know a little bit about the group you are speaking to.</p> <p>b) When you schedule a presentation, there are several things that you should ask.</p> <p>3. Presentation Considerations</p> <p>a) Average age of group</p> <p>b) Sex-all male, all female, mixed</p> <p>c) Size of group</p> <p>d) Religion</p> <p>e) Racial, ethnic, or cultural background</p> <p>f) Group membership or commonality For example: -Rotary Club - homeowners association, - employees - PTA</p> <p>g) The audience's reason for being there -requires (a classroom) -voluntary (parent information group)</p> <p>h) Audience interested in the topic. Are they looking to fill a time slot or are they seeking information you can provide</p> <p>i) Is the meeting a special occasion</p> <p>j) Time of day you will speak morning will be different than afternoon for speaking</p> <p>3. You must learn to adapt any presentation to the needs of your audience. Make your audience feel special-it reflects well on you, the presenter.</p>	<p>*OHT# CS-9 "Preparing for a Presentation" (Expose only first half.)</p> <p>What things would you consider for scheduling a presentation?</p>

PRESENTATION	APPLICATION
<p>4. Try to become familiar with the location of your presentation.</p> <ul style="list-style-type: none"> a) What is the layout of the room? b) Will it meet your needs? c) Can the room be rearranged? d) What kinds of A/V equipment do they provide? e) If there are windows, do they have curtains or blinds so the room can be darkened? f) Is there room for a screen, or is there a blank wall that will work? g) Is there any specific information that the group would like covered? <p>5. When these items are answered, you are ready to start the outline</p>	<p>*Expose rest of OHT#CS-9</p>
<p>II. SPEECH PREPARATION</p> <p>A. THE BASIC PARTS OF A SPEECH</p> <p>1. There are three basic parts to a speech</p> <ul style="list-style-type: none"> a) Introduction-states topic and purpose b) Body-introduces supporting ideas c) Conclusion-summarizes the presentation <p>2. Each of these areas is important and deserves a fair share of attention.</p> <p>3. An easy way to remember the three crucial parts of a speech is to say:</p> <ul style="list-style-type: none"> a) Tell'em what your gonna tell'em b) Tell'em c) Tell'em what you told'em 	<p>Have students turn to the sample Presentation Outline Form in the student manual.</p> <p>OHT# CS-10 "Presentation Outline"</p>

PRESENTATION	APPLICATION
<p>2. Each main point should:</p> <ul style="list-style-type: none">a) Focus on a single idea.b) Be clearly worded.c) Receive enough attention to be clear to the audience. <p>3. Your main points should be supported by various types of information that illustrates you point.</p> <ul style="list-style-type: none">a) Practical examples.b) Stories.c) "What if" scenariosd) Statistics-use them sparingly and keep them simple.e) Testimony-excellent technique for firefighters! Use your job experience to capture there minds and imaginations. <p>4. During the body, you must remember to include opportunities for feedback from your audience.</p> <p>5. A confused look will indicate that your information is not clear or that it is not being understood by your listeners.</p> <p>6. A bored audience will yawn, look around the room, squirm in their chairs, watch the clock, etc.</p> <p>7. Try to look for these types of reaction as you deliver your main points and build in places where you can gauge audience reaction and adjust your approach if necessary.</p>	<p>What kinds of information can b used to support main points?</p> <p>What does a confused look tell you?</p> <p>How do you tell if people are bored?</p>

PRESENTATION	APPLICATION
<p>8. Be sure to keep an eye on the time when planning your presentation. People do not like to be held over an expected time frame. If you should encounter individuals who have detailed questions during presentation, encourage them to see you after the program to spend more time answering their questions.</p> <p>D. CONCLUSION</p> <p>1. The conclusion should:</p> <ul style="list-style-type: none"> a) Signal the end of a speech is near. Use phrases such as: " In conclusion" " One last thought" " In closing let me say" " Let me end by saying" b) Reinforce the main ideas, summarize your speech. c) Allow time for questions. d) Thank the audience for the time and attention. <p>2. Do be careful not to:</p> <ul style="list-style-type: none"> a) Conclude and conclude and conclude and conclude... b) Back out the door while your saying good bye. <p>3. Some general comments about planning your presentation.</p> <ul style="list-style-type: none"> a) Keep your presentation specific. Better to present a couple points well than a smorgasboard of incomplete, thready information. b) Gear the presentation to your audience. c) Develop a goal and objectives for your presentation and stick to them. d) Select audio visuals to enhance and complement your presentation. e) Have good outline to follow. 	<p>What should the conclusion do?</p>

PRESENTATION	APPLICATION
<p>E. PRACTICE, PRACTICE, PRACTICE!!!</p> <ol style="list-style-type: none"> 1. It may not make you perfect, but it will make you better and alleviate some of that nervous anxiety about public speaking. <p>III. PRESENTATION TECHNIQUES</p> <p>A. EFFECTIVE PRESENTATION TECHNIQUE</p> <ol style="list-style-type: none"> 1. Never read from a script. An outline should be adequate if you... 2. Become familiar with your topic. Know as much about it as you can. 3. Appearance is important. Even a uniform can look messy if the shirt is untucked, the shoes are scuffed, or stains show. 4. Be enthusiastic and motivated - even if you got "stuck" with the assignment. If you act like you are having fun, you probably will. 5. Empathize with the audience We all want to be understood. 	<p>And what's the last, most important thing to do?</p> <p>OHT# CS-11 "Practice..."</p> <p>What kinds of things do you think contribute to an effective presentation? (write answers on the chalkboard)</p> <p>INSTRUCTOR NOTE: These are good comments and what you like to see in a program is generally what you should try to do. What we are going to do now is look more closely at some general tips that can make you a better public speaker.</p> <p>OHT# CS-12 "Components of an Effective Presentation" (Expose each point as it is discussed.)</p>

PRESENTATION	APPLICATION
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13. Avoid distracting mannerisms.

- a) Chewing a pencil or toothpick
- b) Pacing the floor
- c) Frowning or glaring
- d) Playing with chalk
- e) Using the same words over and over (um, okay, alright)
- f) Cleaning or biting nails
- g) Jangling coins/keys in pocket
- h) Watching the clock
- i) Fingering jewelry
- j) Blowing nose while talking

B. REMEMBER

1. The items we have just covered are just a partial list of items to remember while preparing to public speak
Remember....

Look good!
Smell good!
Sound good!
Be Good!!!!

What are some common mannerisms that irritates you?

OHT# CS-13
"Be good"

SUMMARY:

Oral communication is a skill that takes practice! Remember that even the best of speakers has a certain amount of nervousness. Preparation and practice can help alleviate a lot of your fears. By knowing your audience you can best deliver the message or information that you have. If you will be speaking in a place that you are unfamiliar with, try to arrange to check the site over before you actually have to speak.

There are three basic parts of a speech. They are: Introduction, Body, and Conclusion. Make sure that your format includes all the parts! Your speech should tell'em, tell'em, and tell'em again!

If you have limited experience in public speaking, try your speech out before hand. Pay attention to mannerisms that may distract the or turn or audience off.

The rules for a successful presentation are simple. Look good! Smell Good! Sound good! Be good!

EVALUATION:

The student will complete the written examination a prepare a presentation outline.

ASSIGNMENT:

Read student manual pages 13 to 23.

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 5

TOPIC: An Overview of Audio Visual Materials

LEVEL: II

TIME: 20 minutes

BEHAVIORAL OBJECTIVES:

Given: A written examination.

Performance: The student will identify and use at least one type of audio visual during a presentation

Standard: With 70% accuracy, according to the information contained in the student manual, pages 25 to 39.

REFERENCES: Planning and Producing Audio Visual Materials by: Jerrold E. Kemp and Selecting and Developing Media for Instruction by: Anderson.

MATERIALS NEEDED: Overhead transparencies, overhead projector an chalkboard/chalk

PREPARATION: Almost any program can be improved by the proper use of audio visual materials. There are many types of audio visuals to choose from, but care must be used to match the audio visual to the audience age, needs of the audience, location of the program and main ideas to be presented.

PRESENTATION	APPLICATION
<p data-bbox="203 279 672 310">I. AUDIO VISUAL MATERIALS</p> <p data-bbox="256 350 706 382">A. USES OF AUDIO VISUALS</p> <p data-bbox="170 533 639 564">The role of the audio visual is to:</p> <ol data-bbox="256 611 927 972" style="list-style-type: none">1. Support the information being presented2. Create interest in the topic3. Provide emphasis to key points4. Provide sensory appeal5. Time savings - sometimes a picture is worth thousand words <p data-bbox="248 1089 971 1121">B. GENERAL TIPS FOR USING AUDIO VISUALS</p> <p data-bbox="164 1165 737 1234">Be sure to remember these general tips when you are using audio visuals</p> <ol data-bbox="298 1276 1000 1944" style="list-style-type: none">1. Be sure your audio visual can be seen by the entire audience <p data-bbox="342 1388 1000 1457">Rearrange the room before the presentation if necessary</p>2. Be sure your audio visuals are manageable <p data-bbox="342 1575 1000 1644">They should enhance rather than detract from your presentation</p>3. Be sure your audio visuals are neat and legible4. Avoid passing audio visual items among the audience during your presentation. Instead, invite the audience to examine items after the program, and put them on display	<p data-bbox="1045 426 1443 495">What is the role of an audio visual?</p>

PRESENTATION	APPLICATION
<p>5. Talk to your audience, not your visual aid</p> <p>6. Practice with your audio visual before the actual presentation.</p> <p>Know where potential problems and/or failure may occur.</p> <p>7. Be prepared to do your program without your visual aids if necessary</p> <p>C. COMMON TYPES OF AUDIO VISUAL MEDIUMS</p> <p>1. Types of Audio Equipment</p> <ul style="list-style-type: none">a) overhead Projectorb) 16 mm Filmc) filmstripsd) slidese) displaysf) videog) printed material	<p>What are some of the common audio visual mediums used in presentations? (Write responses on chalkboard)</p> <p>INSTRUCTOR NOTE: Review advantages and disadvantages of AV material</p>

SUMMARY:

The audio/visuals that you use can enhance your presentations. Sometimes they can make or break the program you are presenting. If you put in an effort into developing good audio/visual materials it will pay off in front of your audience.

If you are going to use audio/visual materials you should become very familiar with how the equipment you use operates. There is nothing more frustrating and embarrassing than having equipment fail during presentations. Pre-planning avoids those situations!

Keep you visuals simple and easy. Simple for you to operate, and easy for your audience to understand.

EVALUATION:

The student will complete the written examination.

ASSIGNMENT:

Read student manual, pages 25 to 39.

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 6

TOPIC: **Written Communication**

LEVEL: **II**

TIME: **30 minutes**

BEHAVIORAL OBJECTIVES:

Given: **A written examination and an in-class activity.**

Performance: **The student will write a one page news release and complete the written examination.**

Standard: **With 70 % accuracy according to the information contained in the student manual, pages 41 to 47.**

REFERENCES: **Present Your News Properly, by E. Bruce Harrison Company. Available from EBH Company (202) 638-1200**

MATERIALS NEEDED: **Overhead transparencies, overhead projector and chalkboard/chalk.**

PREPARATION: **Written communications are an important part of every public educator's job. Writing skills are used by the educator to develop brochures, prepare letters, and to formulate press releases about such events as fires, promotions, upcoming events, and fire safety information. The ability to express oneself clearly in writing is as critical to the success of any program as good verbal skills and should be given the same attention in terms of forethought, time, and practice.**

PRESENTATION	APPLICATION
<p>I. WRITTEN COMMUNICATION</p> <p>A. NECESSITY FOR WRITING SKILLS</p> <ol style="list-style-type: none"> 1. As you can see, our jobs require a great deal of writing in variety of formats. During this lesson we will tackle written communications and try to give you some practical tips that can improve your writing skills. 2. Writing does come easier to some people than others. 3. Obviously not everyone is thrilled about being an author. But you cannot afford to ignore or avoid written communication if you wish to be an effective public educator. <p>B. GENERAL WRITING GUIDELINES</p> <ol style="list-style-type: none"> 1. Here are some general guide lines for written communications. <ol style="list-style-type: none"> a) Formal education may be the best solution if your writing skills are poor or if you feel uncomfortable with your mastery of the English language. An example of where this type of assistance may be found is the local community college. b) Good writing always takes time- and rewriting, rewriting, rewriting. c) Spelling is important if you want to look professional. Always keep a dictionary handy for quick reference. 	<p>What types of written assignments have you been given in your current job?</p> <p>(List these on chalkboard.)</p> <p>How many of you enjoy writing?</p> <p>OHT# CS-14 "Written Communication"</p>

PRESENTATION	APPLICATION
<p>d) Learn to proofread:</p> <p>For typographical errors</p> <p>For level of clarity It's a good idea to have a friend or co-worker proof read your work to be sure your document can be understood by the average reader and that it flows smoothly throughout.</p> <p>C. NEWS RELEASES</p> <p>1. In this course we will focus specifically on the news release and its roles as a form of written communication. We have selected the press release because:</p> <p>a) It is a common job requirement for the public educator.</p> <p>b) It is going to be an assignment for this course!</p> <p>2. Definition-A news release is a short factual description of, or point of view on an event or issue which is prepared for the media.</p> <p>3. A press release can be used to:</p> <p>a) Keep the community informed of special events and upcoming programs.</p> <p>b) Announce department happenings- promotions-new hires-retirements, special awards, etc.</p> <p>c) Cover an incident such as fire, accident, haz mat spill, etc.</p> <p>d) Provide general information such as seasonal or holiday public safety.</p>	<p>Turn off projector</p> <p>What is a news release?</p> <p>What types of things can a press release be used for?</p>

PRESENTATION	APPLICATION
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D. TYPES OF NEWS RELEASES

Let's turn to the handout in your student manual that discusses news releases.

OHT# CS-15
"Types of news releases"

(Expose each point as it is discussed.)

1. There are four basic types of news releases.

- a) Advance-it covers an event, project, or activity scheduled to be held at a future date.
- b) Current-reports a event that has just occurred. It is times for immediate publication.
- c) Follow-up-explains the results or conclusions of a previously reported event or subject.
- d) Timeless-covers basic material that can be published at any time. Holiday info is such a release.

Turn off overhead projector.

II. WRITING A PRESS RELEASE

A. BASIC PARTS OF A PRESS RELEASE

1. A news release has two basic parts

- a) Leads
- b) Body

OHT# CS-16
"The News Release"
(Expose "LEAD" only)

PRESENTATION	APPLICATION
<p>B. THE LEAD</p> <p>1. Does these three things</p> <p>a) Answers the question: Who, what where, why, when</p> <p>Because the 5 W's answer most of the questions people will ask.</p> <p>b) It emphasizes the most important facts about the story by putting them first.</p> <p>c) Provides quick identification of persons, places, and events necessary to an understanding of the story.</p> <p>C. THE BODY</p> <p>1. The body of the release simply amplifies the news presented in the lead. This information should be presented in most to least important order so that the story can be cut by an editor if necessary.</p> <p>2. A good way to learn how to write good leads is to read the first paragraph of Associated Press articles in your newspaper. This is good demonstration of how the pros do it.</p> <p>3. One thing to keep in mind is that your story should look like and inverted pyramid.</p>	<p>Does anyone know what the 5 W's are?</p> <p>Why are the 5 W's important?</p> <p>What does the body of the release do then?</p> <p>Expose "BODY" portion of overhead.</p> <p>OHT# CS-17 "News Pyramid"</p>

PRESENTATION	APPLICATION
<p>a) The top of your pyramid should be your lead-the facts.</p> <p>b) The bottom of the pyramid going to the point should give additional information in the most to least important order.</p>	<p>What goes at the top of the pyramid?</p> <p>What goes under that?</p> <p>INSTRUCTOR NOTE: Turn off overhead projector</p>
<p>III. THE MECHANICS OF NEWS WRITING</p> <p>1. The following rules are journalism standards that will make your news releases more professional and increase your chances for publication:</p> <ul style="list-style-type: none"> a) Use standard 8 1/2 x 11 inch paper. b) Double space entire article. c) Mark your release with an issue date and a release date. d) Give a source for additional information e) Leave margins around the story for any editing comments. f) Use only one side of the paper. g) Write the word "MORE" at the bottom of each sheet except the last. h) Mark "#" at the end of the story. 	<p>Have students turn to the sample News Release Form in their books.</p>

SUMMARY:

Writing is a learned skill that takes lots of practice and time. In order to write correctly and professionally to must learn to write and then re- write material so that is a very clear, easy to understand document.

News releases are very important because they help to keep the public informed as to what your agency is doing and what is happening in your community. Remember that there are four types of news releases. Advanced, current, follow-up, and timeless.

News stories should be concise and built in a pyramid style so that if the article is cut down, the important information will stay in the article.

EVALUATION:

The student will prepare a new release and complete the written examination.

ASSIGNMENT:

Read student manual, pages 41 to 47, and prepare a news release.

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 7

TOPIC: **Student Presentations**

LEVEL: **II**

TIME: **40 minutes**

BEHAVIORAL OBJECTIVES:

Given: **Student presentations / evaluations.**

Performance: **The student will deliver and evaluate a presentation on a selected fire safety topic.**

Standard: **With 70% accuracy according to the evaluation form.**

REFERENCES:

MATERIALS NEEDED: **Overhead transparencies, overhead projector, screen, evaluation forms and activity reports**

PREPARATION: **All of the instruction and study in the world is meaningless without a little practical application. You have learned about how to deliver a presentation. Now you are going to apply that knowledge to an actual scenario and prepare and deliver a presentation on a selected topic to a mock audience. This is probably the most essential portion of the class, so I challenge you to do your best with your presentations.**

PRESENTATION	APPLICATION
<p>I. PRESENTATIONS AND LEARNING</p> <p>A. PRESENTATIONS</p> <ol style="list-style-type: none"> 1. Now comes the meat and potatoes of public education - the actual presentations. Student presentations are given a lot of time and attention in this class because practice and honest evaluation are what make you a better public speaker - and everyone has room for improvement! 2. The student presentations can do two things for you: <ol style="list-style-type: none"> a) Give each of you an opportunity to practice your new skills as a speakers. b) You can learn by watching your fellow public educators in action. 3. Remember: You are sure to learn at least as much from everyone else as you do during your own presentation. 	<p>INSTRUCTOR NOTE: Instructor refer student to Information and Assignment Sheets on the following topics:</p> <ol style="list-style-type: none"> 1. Presentation Outlines 2. Student Presentations 3. Student Evaluations 4. Press Releases 5. Activity Report <p>Refer to instructor notes on the student presentation process before this class discussion.</p>

PRESENTATION	APPLICATION
<p>B. STUDENT FEEDBACK</p> <ol style="list-style-type: none">1. In order to obtain feedback you must.<ol style="list-style-type: none">a) Ask questionsb) Clarify pointsc) Lead discussions2. To do this you must lead the class in a discussion. Remember to solicit comments and gain consensus. <p>IV. PRESS RELEASES/ACTIVITY REPORTS</p> <p>A. PRESS RELEASES</p> <ol style="list-style-type: none">1. Working with the news media is a very important part of the Public Educators job.2. The following should be included in a press release.<ol style="list-style-type: none">a) What the topic of the program isb) Who you will be speaking toc) Where the program will be heldd) When it will be helde) Why the program is being held3. You can be as creative as you like on the project <p>B. ACTIVITY REPORTS</p> <ol style="list-style-type: none">1. An activity report records to the public the things that your agency has accomplished. Activity reports are part of your record keeping. They should be utilized to track your agencies accomplishments.	<p>How do we obtain feedback?</p> <p>Can you tell me what is in a good press release?</p> <p>We have discussed press releases, now tell me is news release?</p>

SUMMARY:

Wrap it up here.

Tie loose ends together. This should be a short recap of the main points in the lesson. This section is perhaps one of the most important parts of the time we will spend together. The delivery of information to the public by spoken or written word is critical to the success of a Public Education Officer. When you develop your presentations, think of the audience you intend to reach. What is the best way to reach them? What technique will you use to motivate them?

When you are evaluating other students in this class remember to evaluate and help them to improve in a positive way. If their delivery is in need of improvement, almost all of our speeches and presentations can be improved on in some way, make your evaluations in a way that will point out both the positive areas and the areas that need improve. This section should be thought of as a positive, confidence building experience.

When you are developing your press releases and activity reports, think of how others will interpret or read them. Remember to keep your style simple and to the point.

EVALUATION:

The student will deliver a presentation to the class and complete a presentation evaluation form.

ASSIGNMENT:

Deliver a presentation and complete a presentation evaluation form.

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 8

TOPIC: **Public Education Planning - A Five Step Process**

LEVEL: **II**

TIME: **3 hours**

BEHAVIORAL OBJECTIVES:

Given: **An in-class activity and a written examination.**

Performance: **The student will demonstrate and identify the components of the Fire Step planning process.**

Standard: **With 70% accuracy on the in-class activity and on the written exam according to the information contained in the "Public Education Planning" booklet.**

REFERENCES: **Public Fire Education Planning - A Five Step Process, FEMA/USFA Public Fire Education, IFSTA, 1979.**

MATERIALS NEEDED: **OHT projector, OHT's, flip chart, in-class exercises.**

PREPARATION: **The Fire Department's purpose is to protect life and property. A systematic approach to determining the fire problem and designing programs to address the needs of a community will enhance the fire fighters ability to accomplish this purpose) This lesson will provide the students with the knowledge and ability necessary to conduct what is called the "five step planning process".**

PRESENTATION	APPLICATION
<p>I. THE PUBLIC EDUCATION PROCESS</p> <ul style="list-style-type: none"> A. Starting Point: Establish Responsibility B. Step One: Identification C. Step Two: Selection D. Step Three: Design E. Step Four: Implementation F. Step Five: Evaluation <p>II. STARTING POINT: ESTABLISH RESPONSIBILITY</p> <ul style="list-style-type: none"> A. Assign Administrative and policy responsibility <ul style="list-style-type: none"> 1. Provide a statewide perspective 2. Coordinate efforts with other agencies and organizations 3. Gain the support of influential agencies, organizations, and persons B. Assign Staff Responsibility <ul style="list-style-type: none"> 1. Gather information 2. Locate/prepare materials 3. Carry out the educational program 	<p>What is the starting point for public education planning?</p> <p>OHT #1 "Establish Responsibility"</p>

PRESENTATION	APPLICATION
<p>C. Determine Specific Responsibilities For "Activities" and "Decisions"</p> <ol style="list-style-type: none">1. Fire education committee<ol style="list-style-type: none">a) Administrative/policy tasksb) Decisions2. Fire education planning team<ol style="list-style-type: none">a) Staff/implementation tasksb) Activities <p>D. Community Responsibility</p> <ol style="list-style-type: none">1. Fire education must be a community effort, which includes:<ol style="list-style-type: none">a) Fire serviceb) Schoolsc) Community service groupsd) EMS personnele) Local mediaf) Key individuals from the communityg) Target audiences2. Community involvement is the starting point for public education planning3. The mechanism for developing public education programs is the "Five step planning process"	

PRESENTATION	APPLICATION
<p>III. STEP ONE: IDENTIFICATION</p> <p>A. Identify Major Local Fire Problems</p> <p>1. Identify fire hazards</p> <p>a) Locate records showing causes of fires</p> <p>CFIRS NIFIRS Fire department run reports Burn unit reports Insurance reports Coroner's office Ambulance service</p> <p>b) Select most frequent causes of fires</p> <p>o Cooking o Electrical overloads o Smoking o Flammable storage o Alternative heating o Juvenile arson</p> <p>c) Determine local patterns of fires</p> <p>2. Identify high risk locations</p> <p>a) Locate neighborhoods or building occupancy types with high fire risks</p> <p>b) Discover what is causing the risks to be above average</p>	<p>OHT #2 "Identification"</p> <p>Where can you get information to identify the fire problem?</p> <p>OHT #3 "Causes of Fire"</p> <p>What are some common causes fires?</p>

PRESENTATION	APPLICATION
<p>c) Concentrate programs and personnel in high risk locations</p> <p>3. Identify high risk times What are some high risktimes?</p> <p>a) Identify times of day, week, or Instructor Note: year with highest fire loss. Use the most incidence recent NFPA fact sheet</p> <p>b) Identify types of fires occurring at these times</p> <p>c) Plan to concentrate fire safety messages at these times</p> <p>4. Identify high risk victims</p> <p>a) Identify groups with high fire death and injury rates</p> <p>b) Determine why they have a high fire rate</p> <p>c) Involve these groups in the fire education effort</p> <p>5. Identify high risk behavior What are some high risk behaviors?</p> <p>a) Determine which behavior, acts or omissions, causes fire</p> <p>b) Decide how the behavior can be changed</p> <p>c) Teach the people exactly what to do</p>	
<p>B. Agree On A Major Fire Problem</p> <p>1. Review information on major fire problems</p>	<p>OHT #4 "Agree on a Major Fire Problem"</p>

PRESENTATION	APPLICATION
<p>2. Determine which local fire problem is the most serious</p> <ul style="list-style-type: none">a) Fire deathsb) Fire incidentsc) Fire and burn injuriesd) Fire losses <p>3. Create "scenarios" of how fire happens</p>	
<p>IV. SELECTION</p>	<p>OHT #5 "Selection"</p>
<p>A. Select The Most Cost Effective Objectives For Your Fire Education</p>	
<p>1. Select target audiences</p> <ul style="list-style-type: none">a) Review the high risk victims identified in Step Oneb) Identify those who influence the high risk victimsc) Select the audience with the greatest potential impact	<p>OHT #6 "Target Audience"</p>
<p>2. Inventory community resources</p>	
<ul style="list-style-type: none">a) Identify influential people in the communityb) List all local media and civic organizations	<p>OHT #7 "Inventory Community Resources"</p>

PRESENTATION	APPLICATION
<p>o TV stations o Radio stations o Newspapers o civic groups o Schools</p> <p>c) Make personal contact with key people and groups</p> <p>3. Inventory material resources</p> <p>a) Ask local businesses and organizations what materials, equipment, or skills they could donate to your program</p> <p>b) Determine availability and cost of fire education materials</p> <p>c) Review existing programs and determine the advantages of purchasing educational materials versus making your own</p> <p>4. Estimate costs and benefits</p> <p>a) List alternative program objectives</p> <p>b) Estimate costs of alternative program objectives</p> <p>c) Estimate loss reduction impact of each program objective</p> <p>d) Choose the most effective approach within limits of local resources</p> <p>B. Select Program Objectives</p> <p>1. Agree on specific and attainable educational objectives that are compatible with local resources</p>	<p>Instructor Note: List some resources on flip chart</p> <p>OHT #8 "Material Resources"</p> <p>OHT #9 "Select Program Objectives"</p>

PRESENTATION	APPLICATION
<ul style="list-style-type: none"> a) Focus on specific solutions to the problems b) Objectives should be measurable <p>2. Agree on baseline data</p> <ul style="list-style-type: none"> a) Clearly identify extent of the problem b) Utilize both loss data (statistics) and education data (surveys) c) Aids in determining future program effectiveness <p>3. Present a clear "image" of program objectives around which to mobilize the community</p>	
<p>V. STEP THREE: DESIGN</p> <p>A. Design and Develop Effective Educational Program Materials</p> <p>1. Design considerations</p> <ul style="list-style-type: none"> a) Specific messages b) Program format c) Time frame d) Delivery sites e) Target audiences <p>2. Determine message content</p> <ul style="list-style-type: none"> a) Direct messages toward specific hazards b) Appeal to positive motives c) Show the context of the problem and desired behavior 	<p>OHT #10 "Design"</p> <p>OHT #11 "Message"</p>

PRESENTATION	APPLICATION
<ol style="list-style-type: none"> 1. Design program package <ul style="list-style-type: none"> o Approach o Format o Content 2. Determine how materials will be produced 3. Present planned materials to sample audience 	
<p>VI. STEP FOUR: IMPLEMENTATION</p> <p>A. Implement The Public Fire Education Program Plan</p> <ol style="list-style-type: none"> 1. Produce and distribute materials <ol style="list-style-type: none"> a) Assign production responsibility <ul style="list-style-type: none"> o Civic groups o Local businesses o Educational institutions b) Produce or purchase materials c) Distribute materials to target Who will help get audience the message out? 2. Train and schedule fire educators <ol style="list-style-type: none"> a) Organize fire service personnel Instructor b) Train people for their job c) Match community "contacts" with target audiences 	<p>OHT #14 "Implementation"</p> <p>Who might help produce or help buy them?</p> <p>Note: and volunteers Assign article on the use of volunteers as paraprofessionals</p>

PRESENTATION	APPLICATION
<p>3. Obtain audience participation and cooperation</p> <ul style="list-style-type: none"> a) Involve target groups in implementing programs b) Tell target audiences what to expect c) Reinforce messages through endorsement by local opinion leaders <p>B. Monitor And Modify Program</p> <ul style="list-style-type: none"> 1. Observe program operation on a day-to-day basis <ul style="list-style-type: none"> a) Permits routine adjustments 2. Modify program on the basis of the review 	<p>Why?</p> <p>OHT #15 & #16 "Implementation Plan"</p>
<p>VII. STEP FIVE: EVALUATION</p> <p>A. Measure The Impact Of The Public Fire Education Program And Modify The Program If Necessary</p> <ul style="list-style-type: none"> 1. Compare new data with baseline data <ul style="list-style-type: none"> a) Make new measurements b) Compare with baseline loss data c) Compare results with overall program objectives <p>(Review scenario of city that lost its funding for public education when they had only numbers of people who had received literature or attended programs, and no documentation of whether citizens knew any more about fire prevention than they had before the position was created)</p>	<p>OHT #17 "Evaluation"</p>

SUMMARY:

Public fire education planning combines two essential ingredients. One ingredient is the planning process, while the second, equally important ingredient is the people who complete the process.

The planning process includes five basic steps: identification, selection, design, implementation, and evaluation. Within each step are activities and a decision. The activities involve gathering and organizing information, materials, and resources. In the decision phase, the information is reviewed, summarized, and acted upon. In the end, clear objectives are be stated)

The way people complete the process is also important. Each step of the planning process is carefully designed to help people make the maximum use of available resources. People, in the process, provide many different ideas and opinions. Different viewpoints are encouraged as they may lead to fresh approaches which will be the key to a successful program.

EVALUATION:

The student will be evaluated by completing the in-class activity, and the written exam.

ASSIGNMENT:

Complete the in-class activity, "The Five Step Planning Process"

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 9

TOPIC: Fire Behavior

LEVEL: I

TIME: 1 hour 30 minutes

BEHAVIORAL OBJECTIVES:

Given: A written examination.

Performance: The student will describe basic fire chemistry and fire behavior and its effects.

Standard: With 70 % accuracy according to the student manual, pages 51 to 67.

REFERENCES: Bare, William K., Fundamentals of Fire Prevention, John Wiley & Sons, New York, 1977. NFPA "Fire Power" video tape, 17 minutes. NFPA Handbook, 14th edition, pages 2-2 thru 2-12, 6-45 thru 6-46. Fire Prevention 1A, Instructor Guide.

MATERIALS NEEDED: Chalkboard/Chalk, VCR & monitor, NFPA videotape "Countdown to Disaster", and NFPA "Learn Not To Burn" Curriculum, Fire safety Information Section, pages 4-5.

PREPARATION: The public fire educator needs to have a basic background regarding the chemistry of fire in order to adequately explain the principles of fire prevention. The material contained in this section can be regarded as essential reference material for future lesson plans.

PRESENTATION	APPLICATION
<p>4. It explains how fire can be prevented or extinguished. For example, to extinguish a fire you can:</p> <ul style="list-style-type: none"> a) Reduce or remove the heat. (as in cooling with water) b) Remove the fuel. (as in a wildfire when you cut fireline) c) Remove the oxygen. (as in covering a pan with a lid) d) Break the chain reaction. (as in using a dry chemical extinguisher) 	<p>Why is it important to understand about the fire tetrahedron?</p>
<p>C. SOURCES OF HEAT ENERGY</p> <p>1. The common ways heat energy is produced are:</p> <ul style="list-style-type: none"> a) Chemical (such as spontaneous combustion) b) Electrical (as in arcing) c) Mechanical (as in friction) d) Nuclear (as in fusion) <p>2. Should you desire more information concerning heat energy you can refer to the NFPA Handbook, pp 2-9 thru 2-12.</p>	<p>What are the four common types of heat energy?</p>
<p>D. HEAT TRANSFER</p> <p>1. Heat is transferred by:</p> <ul style="list-style-type: none"> a) Conduction (direct contact) 	<p>Can you tell me the three types and how they work?</p>

PRESENTATION	APPLICATION
<p>frying pan pipes thru construction exposed wiring on wood</p> <p>b) Convection (a circulating medium, either gas or liquid)</p> <p>warm air rising convected heat from a wildland fire heat from a first story structure fire rising us a stairway to the second floor</p> <p>c. Radiation (energy travelling through space or materials as waves)</p> <ul style="list-style-type: none"> o sun's rays o heat from an exposure fire o fireplace heat 	<p>Can you give me some examples of conduction?</p> <p>Can you give me some example of convection?</p> <p>How about radiated heat?</p>
<p>II. FIRE SERVICE TERMINOLOGY</p> <p>A. IMPORTANCE OF TERMINOLOGY</p> <p>1. Because public fire educators speak to a variety of audiences with varying degrees of knowledge about fire, it is necessary to become knowledgeable about certain fire science terms.</p>	<p>INSTRUCTOR NOTE: Have students refer to their manuals and follow along as the definitions are reviewed.</p> <p>NOTE: Definitions 1 & 2 are found in the NFPA Handbook pages 6-45 & 6-46. All other definitions can be found in the Fire Prevention Instructor 1A Guide.</p>

PRESENTATION	APPLICATION
<p>B. TERMINOLOGY</p> <ol style="list-style-type: none"> 1. Flameover. Rapid spread of flame over one or more surfaces. 2. Flashover. Caused by thermal radiation feedback from the ceiling and upper walls, which have been heated by fire. This radiation feedback gradually heats the contents of the fire area. When all of the combustibles in the space become heated to their ignition temperatures, simultaneous ignition occurs. 3. Flammable (explosive) limits. <ol style="list-style-type: none"> a) upper limit is the highest concentration of flammable vapor in the air that will burn. b) lower limit is the lowest concentration of flammable vapor in the air that will burn. 4. Specific gravity. Applied to liquids only, this is a comparison of the weight of the liquid to the weight of water. 5. Boiling point. The temperature at which the vapor pressure of a liquid equals atmospheric pressure. 6. Vapor density. Applied to gases, this is the weight of a gas when compared to air. 7. Flash point. The minimum temperature at which liquid gives off vapors that can sparks, flame, or heated surfaces. 8. Ignition temperature. The minimum temperature required to ignite or cause self-sustained combustion. (Independently of heating or heating element.) 	

PRESENTATION	APPLICATION
<p>III. PRODUCTS OF COMBUSTION</p> <p>A. TYPES OF PRODUCTS OF COMBUSTION</p> <p>1. Fire deaths are not generally the results of direct contact with the fire, or actual flames, but are due to exposure to the products of combustion.</p> <p>2. Some of the products of combustion are:</p> <ul style="list-style-type: none"> a) Carbon monoxide. <ul style="list-style-type: none"> o colorless o odorless o effects circulatory system b) Heat. <ul style="list-style-type: none"> o over 200 degrees you have little chance for survival c) Smoke. <ul style="list-style-type: none"> o distorts vision o makes breathing difficult 	<p>Can you name some of the products of combustion and their characteristics?</p> <p>Can anyone here tell me of any other products of combustion? How do you feel these affect people during fires?</p> <p>INSTRUCTOR NOTE: Show video "Countdown to Disaster".</p>

SUMMARY:

Fire is a chemical chain reaction that produces heat. It must have fuel-heat-oxygen to survive.

Imagine fire as a tetrahedron consisting of: Reducing agent (fuel) - Oxidizing agent (oxygen) - Temperature (heat) - Uninhibited chain reactions. By breaking up this chain reaction you extinguish fire.

Heat is transferred by conduction, convection, or radiation. Fire can be classified in three ways: Ordinary combustibles, flammable liquids, electrical, and combustible metals.

The terminology we have discussed is important for a public educator to understand. With an understanding of fire science terminology you can better educate the people you are trying to reach.

EVALUATION:

The student will complete the written examination.

ASSIGNMENT:

Read student manual, pages 51 to 67.

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 10

TOPIC: Fire Extinguishers

LEVEL: II

TIME: 1 hour

BEHAVIORAL OBJECTIVES:

Given: A written examination.

Performance: The student will identify the different types of fire extinguishers and their uses.

Standard: With 70 % accuracy according to the student manual, pages 69 to 78.

REFERENCES: Film Communicators, " Fire Extinguishers: The First Responder" and Firefighter I, Instructor Guide.

MATERIALS NEEDED: Fire Prevention 1A Student Manual, p. 72, fire extinguisher, VCR & Monitor and NFPA, "Using Fire extinguishers the Right Way".

PREPARATION: Public fire educators are frequently asked to instruct groups on the proper use of a fire extinguisher. A working knowledge of the basics of fire extinguishers is therefore essential.

PRESENTATION	APPLICATION
<p>3. PASS stands for the first letters in words used in the sequence of operation of an extinguisher. P A S S steps</p> <ul style="list-style-type: none"> a) P Pull pin-may need to twist plastic safety pins b) A Aim at base of fire-avoids spreading fuel. c) S Squeeze handle. d) S Sweep back and forth. <p>3. Additional safety reminders:</p> <ul style="list-style-type: none"> a) Never turn your back on a fire in case of rekindle. b) Discharge extinguishers should be placed in their sides after use so that they won't be re-hung. <p>D. ADDITIONAL INFORMATION ON EXTINGUISHERS</p> <ul style="list-style-type: none"> 1. If you wish further information concerning extinguishers you should refer to the Fire Prevention 1A Student Manual for additional information on extinguishers. 	<p>INSTRUCTOR NOTE: Show video "using Fire Extinguishers the Right Way."</p>

SUMMARY:

During this session we have discussed different classes of fires and extinguishers that are used on them. Remember that the different classes of fires each have a special color code and markings.

Class A - green, triangle

Class B - red, square

Class C - blue, circle

Class D - yellow, star

We have described four different types of extinguishers:

CO-2, Water, Dry Chemical & Halon. Each has it's own use and proper extinguisher selection is very important. In order to use extinguishers correctly you must practice with the extinguishers that you have. Remember: When you use an extinguisher . . .PASS!!

EVALUATION:

The student will complete the written examination.

ASSIGNMENT:

Read student manual, pages 69 to 78.

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 11

TOPIC: Residential Fire Sprinklers

LEVEL: II

TIME: 45 minutes

BEHAVIORAL OBJECTIVES:

Given: A written examination.

Performance: The student will describe the residential fire sprinklers impact the community are utilized and how they are utilized.

Standard: With 70 % accuracy according to the student manual, pages 79 to 86.

REFERENCES: "NFPA 13D: Installation of Sprinkler Systems in One and Two Family Dwellings" (Standard) "Report to Congress on Fire Protection Systems: Detectors, Remote Alarm Systems, and Sprinklers," FEMA, June 1981, pages 40 to 60.

MATERIALS NEEDED: Sample Sprinkler Heads A/V Equipment (16mm or video) "Residential Sprinklers . . . Bondi available from Coronet MTI, approx. 20 minutes in length Student Sprinkler I.Q. Test "Home Fire Protection-Quick Response Fire Sprinkler Systems, " FEMA (FA- 43), Revised July, 1986.

PREPARATION: "...The residential sprinkler system, working off the domestic water supply, is probably the ultimate answer to residential fire protection." - Harry Shaw, former acting administrator, USA. The prior expressed view is being echoed increasingly throughout the fire service. More communities than ever are considering the possibility of residential sprinklers. The public fire educator must be prepared to answer the concerns and inquiries of citizens. The material here will be presented from a general rather than technical perspective.

PRESENTATION	APPLICATION
<p>I. RESIDENTIAL SPRINKLER SYSTEMS</p> <p>A. WHAT IS A RESIDENTIAL SPRINKLER</p> <p>1. Sprinkler systems for residential occupancies using specially designed prototype sprinkler heads (responding more quickly to fire), and standard household piping connected to the domestic water supply.</p> <p>B. WHY RESIDENTIAL SPRINKLERS</p> <p>1. Most importantly, lives can be saved. Residential sprinklers can extinguish fires before lethal amounts of heat, smoke, and poisonous gases develop.</p> <p>o (Remember: The majority of fire deaths occur in residential occupancies.)</p> <p>2. Property loss can be minimized by quick containment.</p> <p>3. Certain trade offs in building code requirements may reduce net construction costs.</p> <p>4. Fire insurance rates may be reduced.</p>	<p>INSTRUCTOR NOTE: Begin discussion of residential sprinklers through a series of overhead questions.</p> <p>What are home fire systems?</p> <p>INSTRUCTOR NOTE: Instructor can display sample sprinkler heads.</p> <p>Why have a residential sprinkler system?</p>

PRESENTATION	APPLICATION
<p>C. HOME SPRINKLER I. Q. TEST</p>	<p>INSTRUCTOR NOTE: Students should be given the Home Sprinkler I. Q. Test.</p> <p>This true-false test can be presented orally if time is limited.</p> <p>Allow time for student discussion following the test since these statements cover most of the common misconceptions about residential sprinklers.</p>
<p>D. "BONDI"</p>	<p>INSTRUCTOR NOTE: Show "Bondi III" Film.</p> <p>If unable to obtain this film, assign students reading from the "Report to Congress" for further information about residential sprinklers. For more technical information, refer students to NFPA 13D Standard.</p>

SUMMARY:

Residential Fire Sprinkler Systems are known to save lives. It is important that we as public educators understand how they function. By studying their uses, and by exploding some myths connected to Home Fire Sprinkler Systems we will be better prepared to educate the public.

EVALUATION:

The student will complete the written examination.

ASSIGNMENT:

Read student manual, pages 79 to 86. Complete the Residential Sprinkler System I. Q. Test.

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 12

TOPIC: **Smoke Detectors**

LEVEL: **II**

TIME: **45 minutes**

BEHAVIORAL OBJECTIVES:

Given: **A written examination.**

Performance: **The student will complete the examination.**

Standard: **With 70 % accuracy according to the student manual, pages 87 to 96.**

REFERENCES: **"Report to Congress on Fire Protection Systems: Detectors, Remote Alarm Systems, and Sprinklers", pages 5-28. Fire Fighter II Curriculum.**

MATERIALS NEEDED: **Sample smoke detectors, sample handouts and sample floor plans.**

PREPARATION: **Smoke detectors have dramatically decreased fire casualty statistics over the past decade. The public, however must not be allowed to become complacent and must be continually reminded about the importance of installing and maintaining smoke detectors. This presentation will provide the public fire educator with the information needed to keep the public informed.**

PRESENTATION	APPLICATION
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C. PLACEMENT AND INSTALLATION GUIDELINES

1. Ceiling placement-
 - a) near the center of hallway or room
2. Wall placement-
 - a) 6 to 12 inches from the ceiling in the hallway or room
3. Area to avoid include-
 - a) Exterior walls and ceilings having poor insulation (extreme exterior temperatures can cause thermal barriers on the inside, thus preventing smoke from reaching the detector)
 - b) Near air supply registers, such as heating and cooling vents
 - c) False alarms can be prevented. Avoid exposure to cooking, furnace fumes, fireplace smoke, or extreme dust, such as in a laundry room.

D. MAINTENANCE PROCEDURES

1. The maintenance required is minimal.
 - a) Replace batteries yearly, or more often if weak battery signal sounds.
 - b) Test smoke detectors weekly.
 - o Most smoke detectors should have a test button.
 - o Test weekly according to manufacturer's directions.
 - o Test whenever returning from a vacation or when no one has been home for several days.

What type of maintenance is necessary for smoke detectors?

PRESENTATION	APPLICATION
<p>IV. E.D.I.T.H.</p> <p>A. DEFINITION</p> <ol style="list-style-type: none"> 1. E.D.I.T.H. stands for "Exit Drills in The Home" 2. E.D.I.T.H. provides a means for ensuring that all family members know what to do in the event of a fire in the home. <p>B. E.D.I.T.H. BASICS</p> <ol style="list-style-type: none"> 1. The basics of E.D.I.T.H. are as follows: <ol style="list-style-type: none"> a) Floor plan - this is the key to E.D.I.T.H <ol style="list-style-type: none"> o Use a grid to draw a floor plan of the house, including all the bedrooms and doors and windows o Show two exits from every bedroom o Select and mark outside meeting place. Be sure everyone in the family knows where this is so quick head counts can be taken. 	<p>INSTRUCTOR NOTE: Refer students to reading supplement in their student manuals titled "Report to Congress" for further information.</p> <p>What is E.D.I.T.H.?</p> <p>What do families need to know about and practice E.D.I.T.H.?</p> <p>INSTRUCTOR NOTE: Show sample brochure & floor plans.</p>

PRESENTATION	APPLICATION
<p data-bbox="261 239 672 273">C. E.D.I.T.H PROCEDURES</p> <ol data-bbox="315 312 1016 1755" style="list-style-type: none"><li data-bbox="315 312 927 384">1. Regular practice of the E.D.I.T.H. plan is critical.<li data-bbox="315 426 1016 1755">2. The steps are as follows.<ol data-bbox="358 499 1016 1755" style="list-style-type: none"><li data-bbox="358 499 1016 678">a) Install and maintain an approved smoke detector. Use the smoke detector test button to initiate your practice drill since this sound is what will alert the family in the event of a real fire.<li data-bbox="358 720 1016 940">b) Always sleep with your bedroom door closed. A closed door holds back smoke, heat and flame, which thus provides the occupants of the room additional time to escape using their alternate escape route, such as a window.<li data-bbox="358 982 1016 1276">c) Feel the bedroom door before opening it to see if it is warm. If the door is not warm, brace your body against the door and open it slowly. If no heat or smoke is present, proceed slowly toward your primary exit. If the door is warm, do not open it and use your alternate means of escape.<li data-bbox="358 1318 1016 1539">d) If you should encounter smoke while you are exiting, get down on your hands and knees and crawl under the smoke. This is because the most deadly gases will rise toward the ceiling and the freshest air will remain at around the knee level.<li data-bbox="358 1581 1016 1755">e) Go directly to your meeting place and take a head count. Alert firefighters if anyone is missing from the meeting place. NEVER go back into a burning building once you have escaped.	

SUMMARY:

As you can see, smoke detectors are shown to greatly reduce the loss of life at fires. Since most fire fatalities are, in fact, due to deadly smoke and gases it is important that they be used as an "early warning system". Remember Smoke detectors can reduce fire deaths by 40 percent.

There are two types of smoke detectors. The Ionization types uses small amounts radioactive material. The Photoelectric type is light sensitive and uses reflection to trigger the alarm.

Smoke detectors should be placed near sleeping areas in homes. If it is a multi-story house, there should be a detector at each level. If it will be hard to hear the detector go off it may be necessary to interconnected systems. It should be also be remembered that proper upkeep and maintenance is very important.

Exit Drills In The Home, E.D.I.T.H., provides families with a means of ensuring that all family members know what to do in case of a fire. E.D.I.T.H. drills should be carefully planned and then often practiced by all family members.

EVALUATION:

The student will complete the written examination.

ASSIGNMENT:

Read student manual, pages 87 to 96.

PUBLIC EDUCATION 1
SYSTEMATIC PLANNING AND COMMUNICATION SKILLS
LESSON PLAN 13

TOPIC: Human Fire Behavior

LEVEL: II

TIME: 3 hours 30 minutes

BEHAVIORAL OBJECTIVES:

Given: A written examination.

Performance: The student will describe the effects of fire on human behavior.

Standard: With 70 % accuracy according to the student manual, pages 97 to 104.

REFERENCES: "The Myth of Panic", John P. Keating, Ph.D. Fire Journal, May 1982.

MATERIALS NEEDED: Chalkboard/chalk or flip chart/pens. "Bradbury Stadium Fire" video tape, 8 minutes. "Get Out Alive" video tape, Hartford Insurance Co., approximately 40 minutes. VCR & monitor and Student Manuals - "The Myth of Panic" article.

PREPARATION: In order to teach people the proper responses in a fire, we need to understand why people behave the way they do. We will examine how people have behaved in fires in the past. During this lesson, we will discuss these issues to gain a greater appreciation for what we must do to provide people with the proper information, in a clear and concise manner, that will ensure positive behavior in the event of a fire.

PRESENTATION	APPLICATION
<p>I. HUMAN BEHAVIOR</p> <p>A. INTRODUCTION</p> <p>1. Today we are going to discuss human behavior and why people act the way they do. We will begin by viewing a film on the Bradbury Stadium in England.</p> <p>2. What we have just seen is a graphic example of how one group of people behaved in a fire. I am sure we all have strong reactions to this video tape.</p> <p>a) panic b) lack of education c) ignorance d) building codes e) lack of enforcement</p>	<p>INSTRUCTOR NOTE: Show "Bradbury Stadium Fire" video tape.</p> <p>What are your reactions to this tape?</p> <p>Why do people die in fires?</p> <p>INSTRUCTOR NOTE: Write students responses on flip chart or chalkboard.</p> <p>INSTRUCTOR NOTE: Have students turn to the article "The Myth of Panic" in the student manual.</p> <p>Give them 15-20 minutes to read this in class. Have them make notes of key point for discussion purposes.</p>

PRESENTATION	APPLICATION
<p>II. THE MYTH OF PANIC</p> <p>A. PANIC AS AN EXCUSE</p> <p>1. Stating that people "panic" during fires provides an easy excuse. It seems that anything not easily explained is labeled as "panic". But research says that panic is not as widespread as we often believe it to be.</p> <p>a) panic makes good headlines b) situational factors are often minimized c) there is a problem defining "panic"</p> <p>B. PANIC: A DEFINITION</p> <p>1. We often talk about panic in our profession, but what actually is it?</p> <p>a) According to Webster, panic is:</p> <p>"A sudden, unreasoning, hysterical fear, often ending quickly."</p> <p>2. Let's now look at Keating's four elements of panic.</p> <p>a) Scarce or dwindling resources-</p> <p>o Keating cites escape routes and seemingly panic behavior when people trample each other, when in fact they are responding to the hope that there will be enough room for all of them to evacuate.</p>	<p>Why is there such a discrepancy between media reports and carefully researched conclusions?</p> <p>What is panic? How would you define it?</p>

PRESENTATION	APPLICATION
<p>III. PUBLIC FIRE EDUCATION SURVEY</p>	<p>INSTRUCTOR NOTE: The Public Fire Education Post-Survey quiz should be given to the students at the conclusion of the Human Behavior section.</p> <p>Be sure to remind students to use social security numbers or some other mark other than their name in order to assure anonymity.</p> <p>Grade both the Pre-and-Post Surveys and tabulate the results of both for presentation, comparison, and discussion with the students at the final class session.</p>

SUMMARY:

To merely say people die in fires because they panic is a grave injustice to human behavior. It is also very clear that the public educator can make a difference. Each of us now has the ability, and thus the responsibility, to dispel this myth.

EVALUATION:

The student will complete the written examination and the Public Fire Education Survey.

ASSIGNMENT:

None.

APPENDIX A

Fire and Burn Education Survey

INSTRUCTOR INFO

PUBLIC EDUCATION 1 SYSTEMATIC PLANNING AND COMMUNICATION SKILLS

Fire And Burn Education Survey Answer Key

1.	C	22.	D
2.	B	23.	C
3.	D	24.	B
4.	C	25.	B
5.	A	26.	A
6.	A	27.	C
7.	A	28.	D
8.	B	29.	C
9.	C	30.	C
10.	A	31.	C
11.	D	32.	A
12.	A	33.	B
13.	C	34.	D
14.	B	35.	C
15.	A	36.	B
16.	A	37.	D
17.	B	38.	B
18.	D	39.	A
19.	B	40.	C
20.	C	41.	C
21.	B	42.	C

INSTRUCTOR INFO

FIRE AND BURN EDUCATION SURVEY

Please circle the BEST answer

1. When cooking at a stove, it is most important that you wear:
 - a. Clothes that fit loosely around arms and body
 - b. Clothes that are made from nylon fabric
 - c. Clothes that fit tightly around arms and body
 - d. Clothes that are made from cotton fabric

2. The most common kitchen fires involve:
 - a. Grease build-up in broiler
 - b. Pan on top of the stove
 - c. Micro wave ovens
 - d. Electrical appliances

3. The most effective way to extinguish a grease fire in a pan is:
 - a. Place lid directly down on the pan
 - b. Shake baking soda on the fire
 - c. Carry the pan to the sink faucet
 - d. Slide a cover over the top of the pan

4. The most effective way to extinguish an oven fire is:
 - a. Remove pan from the oven
 - b. Use a fire extinguisher
 - c. Close the oven door
 - d. Shake baking soda in the oven

5. The best way to prevent a kitchen fire is to:
 - a. Remain in the kitchen while cooking
 - b. Plug only two appliances in at one time
 - c. Keep small children out of the kitchen
 - d. Not leave the kitchen for more than 5 minutes

INSTRUCTOR INFO

FIRE AND BURN EDUCATION SURVEY

6. Most home fire extinguishers may only last:
 - a. 6-12 seconds
 - b. 30-60 seconds
 - c. 60-90 seconds
 - d. 90-120 seconds

7. To use a fire extinguisher properly, you should get within an effective range of:
 - a. 5 feet
 - b. 10 feet
 - c. 15 feet
 - d. 20 feet

8. Most residential fires start in the:
 - a. Bedroom
 - b. Kitchen
 - c. Garage
 - d. Living room

9. If you are only installing one smoke detector, it should be placed near:
 - a. Kitchen area
 - b. Garage
 - c. Bedroom area
 - d. Living room

10. Which of the following fabrics is most DIFFICULT to ignite and burn:
 - a. Wool
 - b. Cotton
 - c. Synthetics
 - d. Silk

INSTRUCTOR INFO

FIRE AND BURN EDUCATION SURVEY

11. Most fire deaths are caused by:
- Cooking fires
 - Electrical fires
 - Heating fires
 - Smoking fires
12. If you attempted to jump from a burning building, how many feet could you drop and still have a 50-50 chance of surviving without serious injury:
- Less than 10 feet
 - Less than 20 feet
 - Less than 30 feet
 - Less than 40 feet
13. Carbon monoxide causes:
- Coughing
 - Watering of eyes
 - disorientation
 - Fumes
14. If you woke up at night, smelled smoke, and found your closed door hot to the touch, you should:
- Call the fire department
 - Use you alternative exit
 - Break the window
 - Open the door to see if there is smoke
15. If you were trapped in a bedroom on the 5th floor with flames and smoke in the hall, you should:
- Take you room key
 - Prop your door open
 - Take the elevator up
 - Take the elevator down

INSTRUCTOR INFO

FIRE AND BURN EDUCATION SURVEY

16. If you need to leave your hotel room in the event of a fire, you should:
- Take you room key
 - Prop your door open
 - Take the elevator up
 - Take the elevator down
17. Spontaneous combustion is caused by:
- An external heat source
 - Things that generate their own heat
 - Storing rags in a closed metal container
 - Storing flammable liquids improperly
18. The best way to extinguish an electrical fire is:
- Throwing baking powder on the fire
 - Throwing water on the fire
 - Using an AB type fire extinguisher
 - Using an ABC type fire extinguisher
19. A jelly filled pastry, heated in a microwave oven can e cool to the touch, yet have an internal temperature that is:
- Same as outside
 - Equal to boiling
 - Cooler than outside
20. The most important thing to locate when you enter a theater, restaurant or hotel is:
- Telephones
 - Fire extinguishers
 - The exits
 - The sprinklers/smoke detection system

INSTRUCTOR INFO

FIRE AND BURN EDUCATION SURVEY

21. The most important part of a home fire safety plan is:
- The fire department phone number on your phone
 - A second exit out of every room
 - An accessible fire extinguisher
 - A smoke detector located near bedroom area
22. The safest way to exit a smoke filled room is:
- Run quickly
 - Walk slowly
 - Crawl on stomach
 - Crawl on hands and knees
23. The most important thing to locate when you enter a theater, restaurant or hotel is:
- Telephones
 - Fire extinguishers
 - The exits
 - The sprinklers/smoke detection system
24. People are in the most danger from smoke when they are:
- Cooking
 - Asleep
 - At work
 - In the garage
25. If you think there is a fire on the other side of a door, the first thing you should do is:
- Open the door slowly
 - Feel the door
 - Open the door quickly

INSTRUCTOR INFO

FIRE AND BURN EDUCATION SURVEY

26. _____ represent 35% of our nation's burn deaths and injuries:
- Children
 - Elderly
 - Handicapped
 - Middle aged
27. Which is the most serious burn classification:
- First degree
 - Second degree
 - Third degree
28. The best first aid treatment for a burn is:
- Ice
 - Ointment
 - Bandage
 - Cool water
29. If your clothes catch on fire you should:
- Take off burning clothes
 - Run to put out the flames
 - Drop and roll the flames out
 - Wrap up in a blanket but remain vertical
30. If a person with burns appears to be in a state of shock you should:
- Walk the person to keep them awake
 - Perform cardiopulmonary resuscitation (CPR)
 - Lay them down and maintain body heat
 - put cool cloths on their forehead

INSTRUCTOR INFO

FIRE AND BURN EDUCATION SURVEY

31. Which type of heater does not need a way to allow fumes to escape:
- a. Coal
 - b. Wood
 - c. Electric
 - d. Gas
32. Which one of the following is NOT needed for a fire to occur:
- a. Nitrogen
 - b. Fuel
 - c. Oxygen
 - d. Heat
33. Smoke contains one of the following poisonous gases:
- a. Methane
 - b. Carbon Monoxide
 - c. Ammonia
 - d. Peroxide
34. If you have more appliances than you have electrical outlets, you should:
- a. Use a triple outlet adapter
 - b. Use extension cords
 - c. Use only grounded plugs
 - d. Use only two at a time
35. Gasoline should be stored in:
- a. Glass container
 - b. Plastic container
 - c. Safety can
 - d. Any metal can

INSTRUCTOR INFO

FIRE AND BURN EDUCATION SURVEY

36. Gasoline is dangerous because:
- The liquid might explode
 - The vapors might ignite
 - The fumes are toxic
 - The liquid easily mixes with other liquids
37. It is safest to add fuel to a lawn mower, motor bike, portable heater or other machinery when the engine is:
- Indoors
 - Broken
 - Running
 - Cold
38. Which of the following is considered most flammable:
- Kerosene
 - Gasoline
 - Lighter fluid
 - Paint thinner
39. If your hot water heater is set at 160°, you can sustain a serious burn in:
- 1 second
 - 5 seconds
 - 10 seconds
 - 15 seconds
40. Toxic means:
- Flammable
 - Combustible
 - Poisonous
 - Corrosive

INSTRUCTOR INFO

FIRE AND BURN EDUCATION SURVEY

41. Nearly all flammable liquid vapors are:
- a. Lighter than air
 - b. Non-combustible
 - c. Heavier than air
 - d. Same density as air
42. What is caused by electricity traveling through the air:
- a. A short circuit
 - b. A conductor
 - c. An arc
 - d. A misfire

APPENDIX B

Assignment Sheets

**PUBLIC EDUCATION I
COMMUNICATION**

ASSIGNMENT SHEET #1

TOPIC: Presentation Outline

MATERIALS
NEEDED: Student Presentation Topic/Audience
Sample Presentation Outline

INTRODUCTION: An effective presentation is one that is well organized and thoughtfully prepared. One of the steps toward this end is to prepare an outline of your presentation. This outline should be sufficient to deliver your presentation from and should enable you as an educator to deliver any presentation in a professional and competent manner.

ASSIGNMENT:

1. Review Sample Outline included in your student manual, and your notes on this subject from lecture.
2. Using your assigned Topic/Audience, prepare an outline of your presentation that may be used when it is given. Be sure to include:
 - * Introductory comments, motivational stories, etc.
 - * The main points you wish to cover.
 - * Concluding statements, question/answer period, etc.
3. Submit completed outline to the instructor at the conclusion of your presentation.

**PUBLIC EDUCATION I
COMMUNICATION**

ASSIGNMENT SHEET #2

TOPIC: Press Release

**MATERIALS
NEEDED:** Student Presentation Topic/Audience
Sample News Release Form

INTRODUCTION: Working with the news media is one of the most effective ways to reach large numbers of people. As a public educator, writing news releases about upcoming events, department happenings, or cause of fires is likely to be an important part of your job. This assignment will give you the opportunity to write a press release using a standard format. Although specifics required by each news agency may differ, nearly all follow a format similar to the sample attached.

ASSIGNMENT:

1. Review the provided news release format and sample release.
2. Using your upcoming presentation as a topic, write a press release which conforms to this format announcing your upcoming program. Your release should include, but is not limited to, the following information:
 - * What the topic of program is
 - * Who you will be speaking to
 - * Where the program will be held
 - * When it will be held
 - * Why the program is being held

Feel free to create or invent additional information that conforms to your topic and audience to fill in and add interest, if so desired.

3. Minimum length is three paragraphs.
4. This assignment is due on _____

**PUBLIC EDUCATION I
COMMUNICATION**

ASSIGNMENT SHEET #3

TOPIC: Student Presentation

MATERIALS

NEEDED: Student Presentation Topic/Audience Assignment
Support materials as selected by student

INTRODUCTION: As a public educator, you will be required to give presentations on a routine, perhaps even daily, basis. You will be talking to both small and large groups with audiences of various ages and backgrounds. This assignment will give you an opportunity to gain some practical experience in delivering a presentation on a specified fire education topic to a selected audience.

ASSIGNMENT:

1. Review Communications Chapter in Student Manual, and student lecture notes.
2. The class will be divided into two fairly equal groups.
3. The instructor will have students draw at random for one of fifteen topics. Your assigned audience will also be identified at this time.

Your assigned topic: _____

Audience: _____

4. You will also draw at random with your group members for the order in which presentations will be given. No trades will be allowed.

Date of presentation: _____

Presentation number: _____

5. As a group member, you will perform in the role of each designated audience. The presenter must identify who the audience is at the beginning of his or her presentation. Please respond appropriately.

6. Your presentation must be no shorter than _____ minutes and no longer than _____ minutes. Successful completion of your presentation within these timelines is worth 10 points on the evaluation. A failure to adhere to these times, either under or over, will result in the loss of 10 points.
7. You must select at least one audio visual aid to use during your presentation.
 - * Posters, real objects, brochures, etc., can be used as they would during a regular presentation. Facsimiles of these objects will also be accepted since your classroom situation may not make actual materials available to you. The important thing for this class is that you demonstrate how you would use the material, not the quality of the material itself.
 - * Audio visuals such as movies, slide/tape programs, filmstrips, etc., should merely be introduced and concluded. In other words, you will not actually show the film or slides, but rather would introduce them and demonstrate how you would re-initiate discussion when it is over. We want to hear what you have to say, not what the film or tape says.
 - * Check with your instructor for the availability of such items as chalkboards, flip charts, bulletin boards, etc. It's good practice for a real life situation!
8. Grading will be based on your evaluation scores (See Assignment Sheet #4 on evaluations).

#1

TOPIC: USE & OPERATION OF THE 9-1-1
EMERGENCY REPORTING SYSTEM

AUDIENCE: Fellow City Employees

#2

TOPIC: KNOW TWO WAYS OUT

AUDIENCE: 13-15 Yr. Old Babysitter
Trainees

#3

TOPIC: STOP, DROP AND ROLL

AUDIENCE: Pre-School Children Ages
3 and 4

#4

TOPIC: CRAWL LOW UNDER SMOKE

AUDIENCE: Kindergarten Students

#5

TOPIC: COOL A BURN/BURN AWARENESS

AUDIENCE: Cub Scout Troop #323

#6

TOPIC: SMOKE DETECTOR INSTALLATION
AND MAINTENANCE

AUDIENCE: Gold Jacket Realty Company

#7

TOPIC: COMMON FIRE HAZARDS IN THE
HOME

AUDIENCE: Fifth Grade Students

#8

TOPIC: HOLIDAY FIRE SAFETY

AUDIENCE: Senior Citizens

#9

TOPIC: HIGH RISE FIRE SAFETY

AUDIENCE: XYZ Travel Club

#10

TOPIC: RESIDENTIAL FIRE PROTECTION
SYSTEMS

AUDIENCE: City Council Members

#11

TOPIC: EARTHQUAKE/DISASTER
PREPAREDNESS

AUDIENCE: Rotary Club

#12

TOPIC: HOW TO DEVELOP AND CONDUCT
A FIRE DRILL

AUDIENCE: Pre-School Teachers

#13

TOPIC: FIRE EXTINGUISHER TRAINING

AUDIENCE: Employees of an Industrial
Plant

#14

TOPIC: FIRE SAFETY IN THE URBAN
WILDLAND INTERFACE

AUDIENCE: Canyon Country Homeowners
Association

#15

TOPIC: DEALING WITH THE CURIOSITY
FIRESETTER

AUDIENCE: S.C. Lincoln Elementary
School PTA

**PUBLIC EDUCATION I
COMMUNICATION**

ASSIGNMENT SHEET #4

TOPIC: Student Evaluations

**MATERIALS
NEEDED:**

Evaluation Information Sheet
Sample Evaluation Form
Blank Evaluation Form

INTRODUCTION: Most public speakers rarely receive constructive criticism on their actual presentation techniques. Evaluation of your student presentation by your peers will provide you with such an opportunity. This information can make you a better speaker by identifying your strong points and offering suggestions on areas that need improvement. You will also learn a great deal by observing fellow educators in action and evaluating their programs and methods of presentation.

ASSIGNMENT:

1. Study the Evaluation Information Sheet and sample evaluation form.
2. Review lecture notes on "Components of an Effective Presentation."
3. Evaluate one student presentation.
4. Conduct a 5 minute class discussion on the presentation you are evaluating. Be sure to solicit comments from the group to gain consensus.

Be specific with your comments and make the discussion a constructive and positive learning experience for everyone in the group.

5. After the group discussion, complete an evaluation form. Be sure class comments are considered while scoring.
6. Submit the completed Evaluation Form to the instructor by the end of the day your evaluation takes place.

INFORMATION SHEET

TOPIC: HOW TO EVALUATE STUDENT PRESENTATIONS

INTRODUCTION:

Students participating in a program/demonstration will be divided into small groups. Each student in a group will take his turn as the EVALUATOR. The evaluator will not participate as a student but will serve as the observer and take notes as the lesson is being taught. The evaluator should make a special effort to identify ways in which the student-presenter might improve his use of presentation techniques, and specifically cite examples of the correct techniques used or overlooked.

INFORMATION:

What an Evaluation Should and Should Not Contain

The evaluator will lead the group in a critique of the lesson taught, following the program/demonstration, to develop a consensus evaluation. During the critique, the evaluator should read the notes of his observations to the group and encourage the other members of the group to add their comments on other important items they observed.

Evaluations should not contain statements that are broad value judgements, such as:

"He was good"

"His use of visual aids was excellent"

"He displayed poor personal characteristics"

Evaluation statements should tell the student-presenter what the evaluator and the group observed concerning his techniques, but they should not state that his methods and techniques were "good" or "bad". A constructive evaluation is one that helps the student-presenter understand what he must do to improve his techniques of instruction.

Some of the questions an evaluator should consider when watching the student presentation are:

1. Did the presentation cover the topic?
2. Did the educator use correct terminology?
3. Was the educator prepared? Materials organized?
4. How was the presentation introduced?
5. How was the presentation concluded?

6. Did the educator develop rapport and interest with the audience?
7. Did the presentation flow smoothly?
8. Were visual aids used effectively Did they add to, or distract from, the total presentation?
9. What there time for audience questions and feedback?
10. Components of an effective presentation:
 - Do not read from a script
 - Be familiar with the topic
 - Appearance is important
 - Enthusiastic and motivated
 - Be creative
 - Appropriate use of gestures
 - Eye contact with the audience
 - Quality of voice control
 - Absence of distracting mannerisms

The Evaluation Form

The evaluator has the responsibility of placing his thoughts and the group comments and observations on an evaluation form. The completed form is to be turned in to the instructor for grading purpose.

Both the evaluator and the educator will be graded on this exercise. A sample of a completed evaluation form appears on the following pages for your review and reference.

Grading Guidelines

There are two different grades that will be achieved during this evaluation process.

1. Presentation grade: This grade will be the total points accumulated on the evaluation form.
 - General program evaluation = 150
 - Time requirement = 10
 - Use of audio visual = 10
 - Total Points = 170

2. Your evaluation of a fellow student. This grade will be based on: 1) completeness of the form: 2) application of lecture information to student presentation evaluation; 3) presence of specific comments rather than broad value judgements.

Content/Presentation Points _____
 Use of Audio Visual _____
 Time _____
 Total Points _____

PROGRAM EVALUATION

PRESENTER _____ PRESENTATION TIME _____

TOPIC _____ AUDIENCE _____

EVALUATED BY _____ DATE _____

ASSIGNED TIME RANGE _____ MINUTES UNDER/OVER = 0 WITHIN RANGE = 10

USE OF AUDIO VISUAL MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
 COMMENTS: 1 2 3 4 5 6 7 8 9 10

CONTENTS

INTRODUCTION MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
 COMMENTS: 1 2 3 4 5 6 7 8 9 10

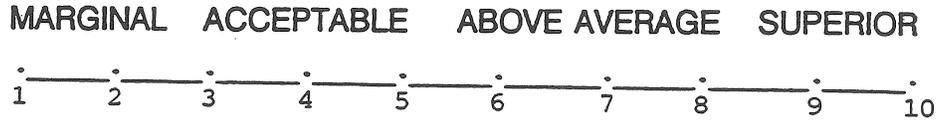
BODY MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
 COMMENTS: 1 2 3 4 5 6 7 8 9 10

CONCLUSION MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
 COMMENTS: 1 2 3 4 5 6 7 8 9 10

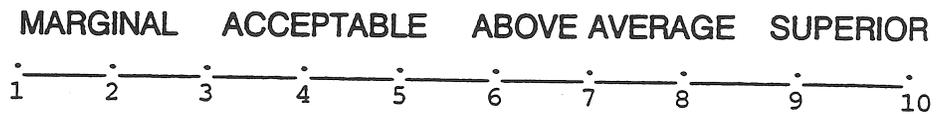
TOTAL POINTS PAGE 1 _____

PRESENTATION TECHNIQUE

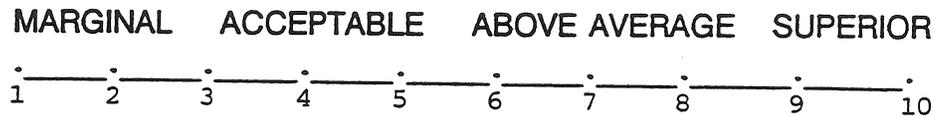
PREPARATION &
ORGANIZATION
COMMENTS:



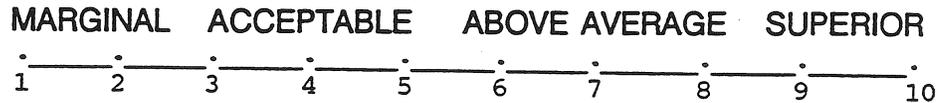
QUESTIONING
TECHNIQUES
COMMENTS:



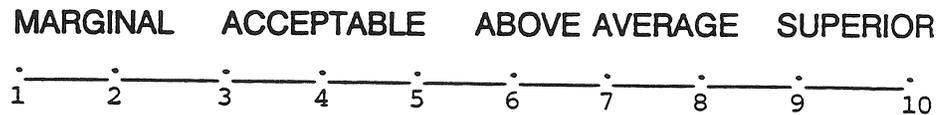
FAMILIARITY
WITH TOPICS
COMMENTS:



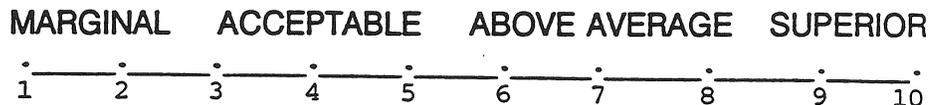
ENTHUSIASM
COMMENTS:



CREATIVITY
COMMENTS:



USE OF GESTURES
COMMENTS:



PRESENTATION TECHNIQUES (CONTINUED)

ABSENCE OF
DISTRACTING
MANNERISMS:
COMMENTS:

MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
1 2 3 4 5 6 7 8 9 10

VOICE CONTROL -
RATE/VOLUME/PITCH
COMMENTS:

MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
1 2 3 4 5 6 7 8 9 10

AUDIENCE RAPPORT -
EYE CONTACT,
EMPATHY, ETC.
COMMENTS:

MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
1 2 3 4 5 6 7 8 9 10

AGE/GROUP
APPROPRIATENESS
COMMENTS:

MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
1 2 3 4 5 6 7 8 9 10

GROUP EVALUATION
COMMENTS:

MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
2 4 6 8 10 12 14 16 18 20

TOTAL POINTS PAGES 2 & 3 _____

SAMPLE ONLY

Content/Presentation Points 116
Use of Audio Visual 9
Time 10
Total Points 135

PROGRAM EVALUATION

PRESENTER MARY BEGOOD PRESENTATION TIME 3:00 PM
TOPIC SMOKE DETECTOR MAINTENANCE AUDIENCE GOLD JACKET REALITY
EVALUATED BY EDWARD BETTER DATE AUGUST 5, 1988
ASSIGNED TIME RANGE _____ MINUTES UNDER/OVER = 0 WITHIN RANGE = 10

USE OF AUDIO VISUAL MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR

COMMENTS:

1 2 3 4 5 6 7 8 9 10
THE POSTER GREATLY CLARIFIED THE STEPS FOR DETECTOR MAINTENANCE. GOOD ADDITION TO THE PROGRAM. THE AUDIO VISUALS WERE SMOOTHLY INTRODUCED; APPEARED TO BE WELL-REHEARSED.

CONTENTS

INTRODUCTION MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR

COMMENTS:

1 2 3 4 5 6 7 8 9 10
TOPIC AND SUBJECT AREA WELL DEFINED. NEEDED MORE PERSONALIZATION FOR THE AUDIENCE AT HAND. ALSO SEEMED TO MOVE ABRUPTLY FROM INTRO TO BODY.

BODY MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR

COMMENTS:

1 2 3 4 5 6 7 8 9 10
EXCELLENT COVERAGE OF FACTS RELATING TO MAINTENANCE AND TESTING OF DETECTORS. PRESENTER WAS COMFORTABLE WITH THE TOPIC & FLOWED SMOOTHLY FROM ONE POINT TO THE NEXT.

CONCLUSION MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR

COMMENTS:

1 2 3 4 5 6 7 8 9 10
REALLY ENCOURAGED QUESTIONS FROM THE AUDIENCE DID NOT APPEAR OVERLY ANXIOUS TO CONCLUDE PROGRAM BUT LET IT DRAW TO A NATURAL CONCLUSION. THERE SEEMED TO BE A LACK OF A CONCLUDING COMMENT.

TOTAL POINTS PAGE 1 22

PRESENTATION TECHNIQUE

PREPARATION &
ORGANIZATION

MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR

COMMENTS:



VERY PREPARED. NO FUMBLING WITH MATERIALS. SET AND MAINTAINED A PROFESSIONAL ATTITUDE.

QUESTIONING
TECHNIQUES

MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR

COMMENTS:

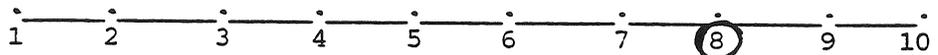


ENCOURAGED QUESTIONS BOTH VERBALLY AND THROUGH MANNERISMS. ANSWERED QUESTIONS IN A DIRECT, TO-THE-POINT MANNER.

FAMILIARITY
WITH TOPICS

MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR

COMMENTS:



PRESENTER SEEMED VERY COMFORTABLE WITH THE SUBJECT MATTER. FLOWED SMOOTHLY FROM ONE POINT TO THE NEXT.

ENTHUSIASM

MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR

COMMENTS:



PRESENTER SEEMED PLEASED TO BE GIVING THE PRESENTATION. HER ENTHUSIASM GRADUALLY FLOWED TO THE AUDIENCE.

CREATIVITY

MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR

COMMENTS:



THE AUDIO VISUAL POSTER ADDED TO THE PROGRAM. THE PROGRAM AS A WHOLE APPEARED TO BE VERY "CANNED" AND LACKED THE PERSONAL TOUCH TO MAKE IT MEMORABLE.

USE OF GESTURES

MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR

COMMENTS:



STIFF AND FORMAL AT BEGINNING, BUT RELAXED DURING BODY OF PRESENTATION. CLEARLY EMPHASIZED MAJOR POINTS. GOOD USE OF GESTURES DURING QUESTION & ANSWER PERIOD.

PRESENTATION TECHNIQUES (CONTINUED)

ABSENCE OF DISTRACTING MANNERISMS: COMMENTS: MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
 1-----2-----3-----4-----5-----6-----7-----8-----9-----10

DIDN'T NOTICE ANY DISTRACTING MANNERISMS.

VOICE CONTROL - RATE/VOLUME/PITCH COMMENTS: MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
 1-----2-----3-----4-----5-----6-----7-----8-----9-----10

EXCELLENT VOLUME. SEEMED TO "GET IN A RUT" DURING THE BODY OF THE SPEECH, POSSIBLY BECAUSE IT WAS TOO WELL REHEARSED (OR CANNED).

AUDIENCE RAPPORT - EYE CONTACT, EMPATHY, ETC. MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
 1-----2-----3-----4-----5-----6-----7-----8-----9-----10

COMMENTS: COULD HAVE FOCUSED ON THE AUDIENCE NEEDS AND BACKGROUND MORE. GOOD EYE CONTACT. WARMED UP TO AUDIENCE AT THE END.

AGE/GROUP APPROPRIATENESS COMMENTS: MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
 1-----2-----3-----4-----5-----6-----7-----8-----9-----10

SPOKE AT A COMFORTABLE AND APPROPRIATE LEVEL FOR PROFESSIONAL ADULTS.

GROUP EVALUATION COMMENTS: MARGINAL ACCEPTABLE ABOVE AVERAGE SUPERIOR
 2-----4-----6-----8-----10-----12-----14-----16-----18-----20

ALTHOUGH SOME AREAS WERE NOT AS STRONG AS DESIRED, GENERALLY THE PRESENTATION WAS EFFECTIVE. THE TRANSITIONS FROM INTRO TO BODY WERE ROUGH. QUESTIONS WERE FIELDDED WELL AND SPEAKER MANNERISMS ENCOURAGED AUDIENCE PARTICIPATION. THE GROUP FELT THAT IT WAS A LITTLE TOO WELL REHEARSED, BUT THAT THE SPEAKER WOULD BECOME MORE RELAYED WITH ADDITIONAL PRACTICE. TOTAL POINTS PAGES 2 & 3 94

TOTAL POINTS PAGE 1 22

TOTAL CONTENT/
 PRESENTATION
 POINTS

116

**PUBLIC EDUCATION I
COMMUNICATION**

ASSIGNMENT SHEET #5

TOPIC: Activity Report

MATERIALS
NEEDED: Student Presentation Topic/Audience
Activity Report Form

INTRODUCTION: One of the most important, yet often neglected aspects of a public educator's job is good record keeping. Records of past activity are vital to determining community needs as well as providing support data on job performance. This assignment will provide you with an opportunity to complete a sample Activity report which records for later reference vital information on public contact and involvement.

ASSIGNMENT:

1. Review sample Activity Report.
2. Prior to giving your student presentation, complete Sections 1 and 2 of the Activity Report.
 - * List any special circumstances about your location, audience, or program in Section 1.
 - * Complete a list of required materials in Section 2. This can be used for reference at the time of your presentation.
3. At the conclusion of your presentation, complete Section 3 of the Activity Report, including signature and date.
4. Submit completed Activity Report to your instructor no later than the end of the day your presentation is completed.
5. Points may be deducted for failure to submit this report on time.

BREA FIRE DEPARTMENT
PUBLIC EDUCATION INFORMATION REPORT

SECTION I

PROGRAM REQUESTED: _____

LOCATION: _____

GROUP: _____ PROJECTED ATTENDANCE: _____

REQUESTED DATE: _____ TIME: _____

ALTERNATE DATE: _____ TIME: _____

CONTACT PERSON: _____ PHONE #: _____

ADDRESS: _____

SPECIAL INSTRUCTIONS: _____

DATE RECEIVED: _____ SIGNATURE: _____

SECTION II

PROGRAM CONFIRMED FOR: _____ DATE: _____ TIME: _____

PLACED ON MASTER CALENDAR BY: _____ DATE: _____

PERSONNEL TO HANDLE: _____

EQUIPMENT NEEDED: _____

SECTION III

PROGRAM WAS Completed
 Cancelled - Why? _____

HOURS: _____ ATTENDANCE: _____

PERSONNEL INVOLVED: _____

COMMENTS: _____

SIGNATURE: _____ DATE: _____

BREA FIRE DEPARTMENT
PUBLIC EDUCATION INFORMATION REPORT

SECTION I

PROGRAM REQUESTED: SMOKE DETECTOR MAINTENANCE
LOCATION: GOLD JACKET REALTY 1311 LONGVIEW ROAD
GROUP: EMPLOYEES PROJECTED ATTENDANCE: 25-30
REQUESTED DATE: TUES. AUG 5, 1988 TIME: 12:30 p.m.
ALTERNATE DATE: TUES. AUG. 12, 1988 TIME: 12:30 p.m.
CONTACT PERSON: JOE FETTERS PHONE #: (213) 731-5291
ADDRESS: 1311 LONGVIEW ROAD
SPECIAL INSTRUCTIONS: RELATE PROGRAM TO STATE REQUIREMENTS. GIVE SPECIFICS ON DETECTOR MAINTENANCE AND TESTING.
DATE RECEIVED: JULY 3, 1988 SIGNATURE: Mary Begood

SECTION II

PROGRAM CONFIRMED FOR: DATE: TUES AUG. 5 TIME: 12:30 p.m.
PLACED ON MASTER CALENDAR BY: M. B. DATE: JULY 8, 1988
PERSONNEL TO HANDLE: FIRE PREVENTION - MARY BEGOOD
EQUIPMENT NEEDED: 16mm PROJECTOR, SCREEN, EXTENSION CORD, SAMPLE DETECTOR, BROCHURES

SECTION III

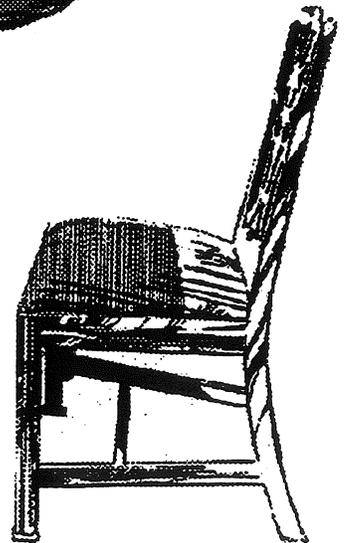
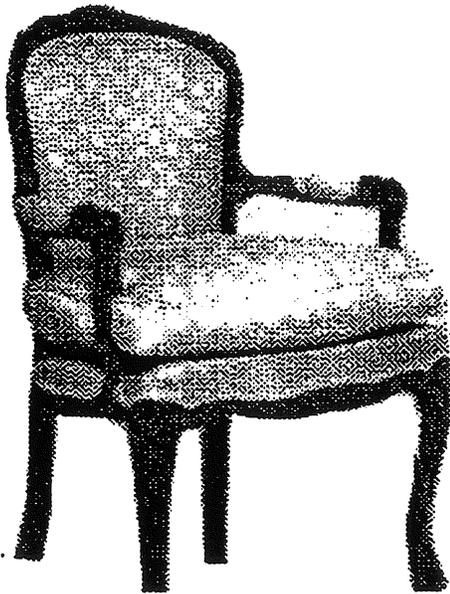
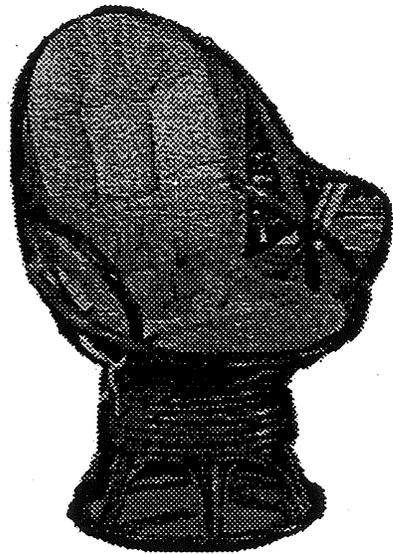
PROGRAM WAS Completed
 Cancelled - Why? _____
HOURS: 2.0 ATTENDANCE: 23
PERSONNEL INVOLVED: MARY BEGOOD
COMMENTS: GROUP WAS VERY RECEPTIVE. HAD MANY QUESTIONS ABOUT TESTING. GOOD PROGRAM!
SIGNATURE: Mary Begood DATE: AUG. 5, 1988

APPENDIX C

Overhead Transparency Masters

CHAIR





DEFINITIONS OF COMMUNICATION

* "A process by which information is exchanged between individuals through a common system of symbols, signs, or information."

Webster's Dictionary

* "To transmit information, thought, or feeling so that it is satisfactorily received or understood."

* "To communicate is to make known."

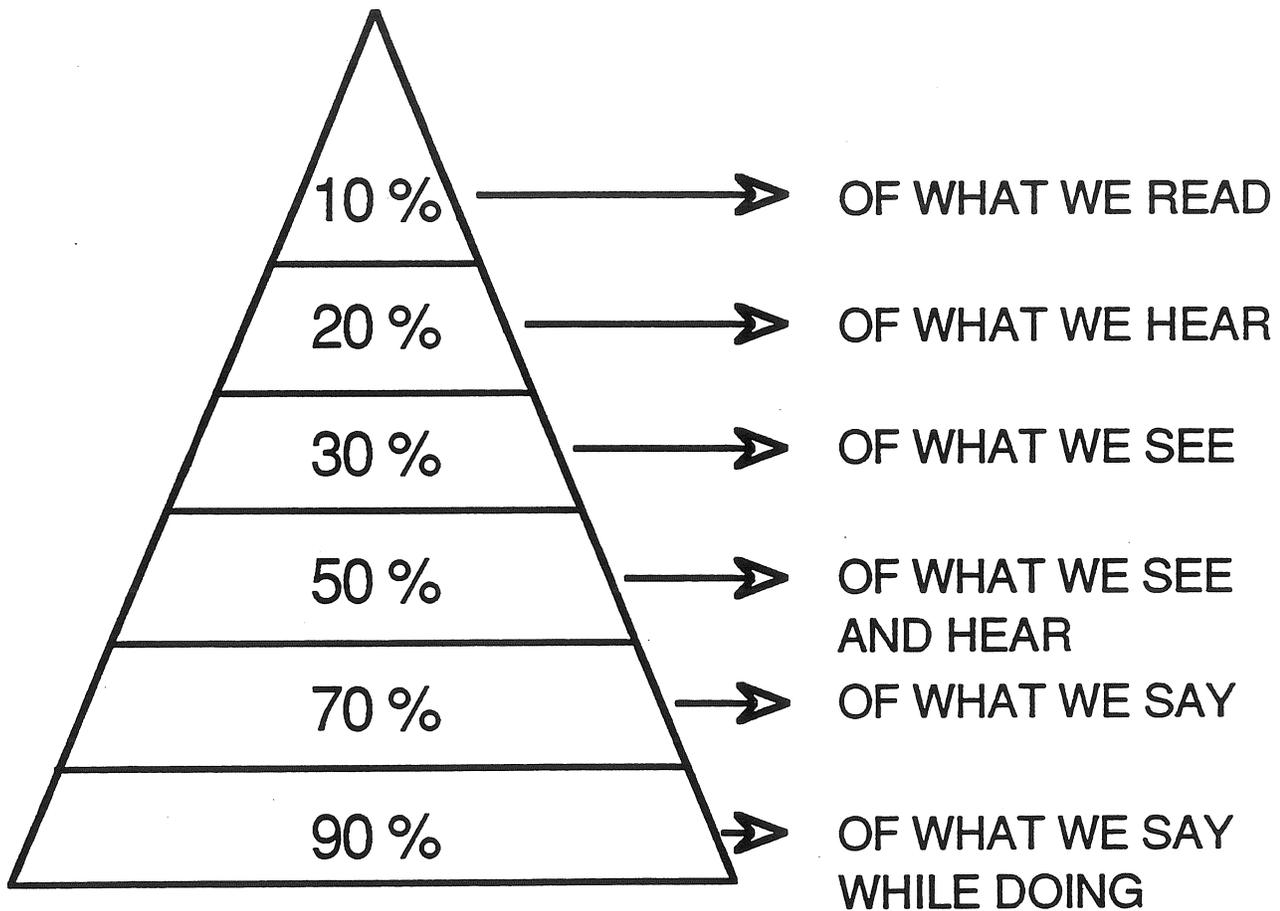
A FAILURE TO COMMUNICATE IS TO:

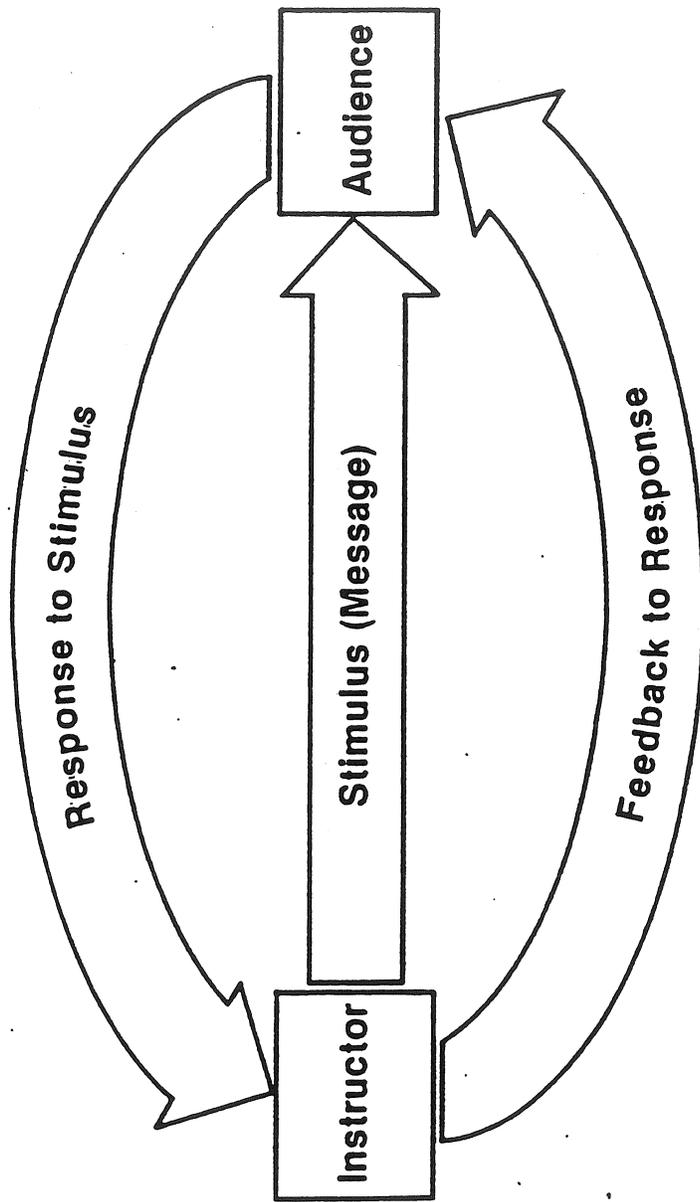
- * Fail to exchange information

- * Transmit false or negative information,
thoughts or feelings

- * Obscure, hide,
or conceal

LEARNING LEVELS





BASIC QUESTIONING TECHNIQUE

- * OVERHEAD - asked of the entire group; a general question
- * DIRECT - ask of a specific person
- * RHETORICAL - used to stimulate thought; doesn't really require an answer
- * RELAY - send a question from the audience back to the audience

AMERICAN'S GREASTEST FEARS

<u>FEAR</u>	<u>PERCENT</u>
1. SPEAKING BEFORE A GROUP	41
2. HEIGHTS	32
3. INSECTS & BUGS	22
4. FINANCIAL PROBLEMS	22
5. DEEP WATER	22
6. SICKNESS	19
7. DEATH	19
8. FLYING	18
9. LONELINESS	14
10. DOGS	11

PREPARING FOR A PRESENTATION

* KNOW YOUR AUDIENCE

- o average age
- o sex
- o size of the group
- o religion
- o racial, ethnic or cultural background
- o group membership or commonality
(homeowners, associations, PTA, rotary club, employee, etc.)
- o audience reason for being there (voluntary or mandatory)
- o audience interest in the topic
- o is the meeting a special occasion
- o time of day you will be speaking

* LOCATION OF YOUR PRESENTATION

- o lay out of the room
- o availability of audio/visual aids
- o are there windows? do they have windows or blinds?
- o do you need a screen or will a blank wall suffice?

PRESENTATION OUTLINE

THREE MAIN PARTS TO ANY PRESENTATION

1. INTRODUCTION

GET THEIR INTEREST AND ATTENTION

2. BODY

THE FACTS!!!

3. CONCLUSION

REINFORCE THE MAIN IDEAS

PRACTICE!!!

PRACTICE!!!

PRACTICE!!!

COMPONENTS OF AN EFFECTIVE PRESENTATION

1. NEVER READ FROM A SCRIPT
2. BE FAMILAR WITH YOUR TOPIC
3. APPEARANCE IS IMPORTANT!!
4. BE ENTHUSIASTIC AND MOTIVATED
5. EMPATHIZE WITH THE AUDIENCE
6. BE CREATIVE!!
7. USE GESTURES WHERE APPROPRIATE
8. EYE CONTACT WITH THE AUDIENCE
9. HIGH CONVERSATIONAL QUALITY
10. HAVE A SENSE OF HUMOR
11. BE HONEST
12. VOICE QUALITY
13. AVOID DISTRACTING MANNERISMS

KEY TO SUCCESS

LOOK GOOD!!!

SMELL GOOD!!!

SOUND GOOD!!!

BE GOOD!!!

GUIDELINES FOR WRITTEN COMMUNICATIONS

1. EXPERIENCE AND MASTERY OF WRITTEN COMMUNICATIONS SKILLS

SUPPLEMENT WITH FORMAL EDUCATIONAL IF NECESSARY

2. GOOD WRITING TAKES TIME - AND REWRITING, REWRITING, REWRITING
3. SPELLING IS IMPORTANT!!!
4. LEARN TO PROOF READ

TYPES OF NEWS RELEASES

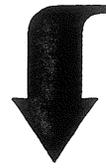
* ADVANCE

* CURRENT

* FOLLOW-UP

* TIMELESS

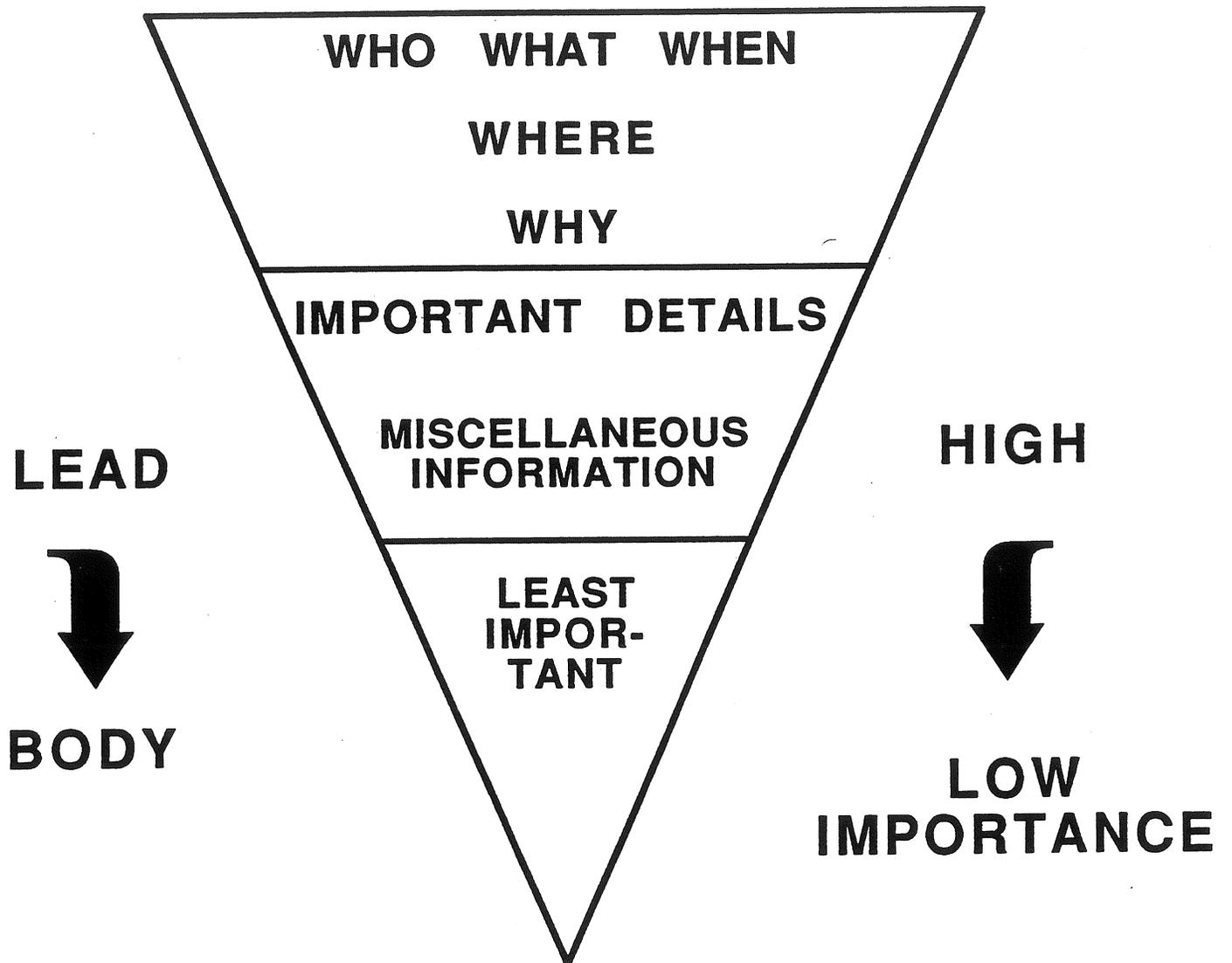
THE NEWS RELEASE



LEAD

BODY

NEWS PYRAMID

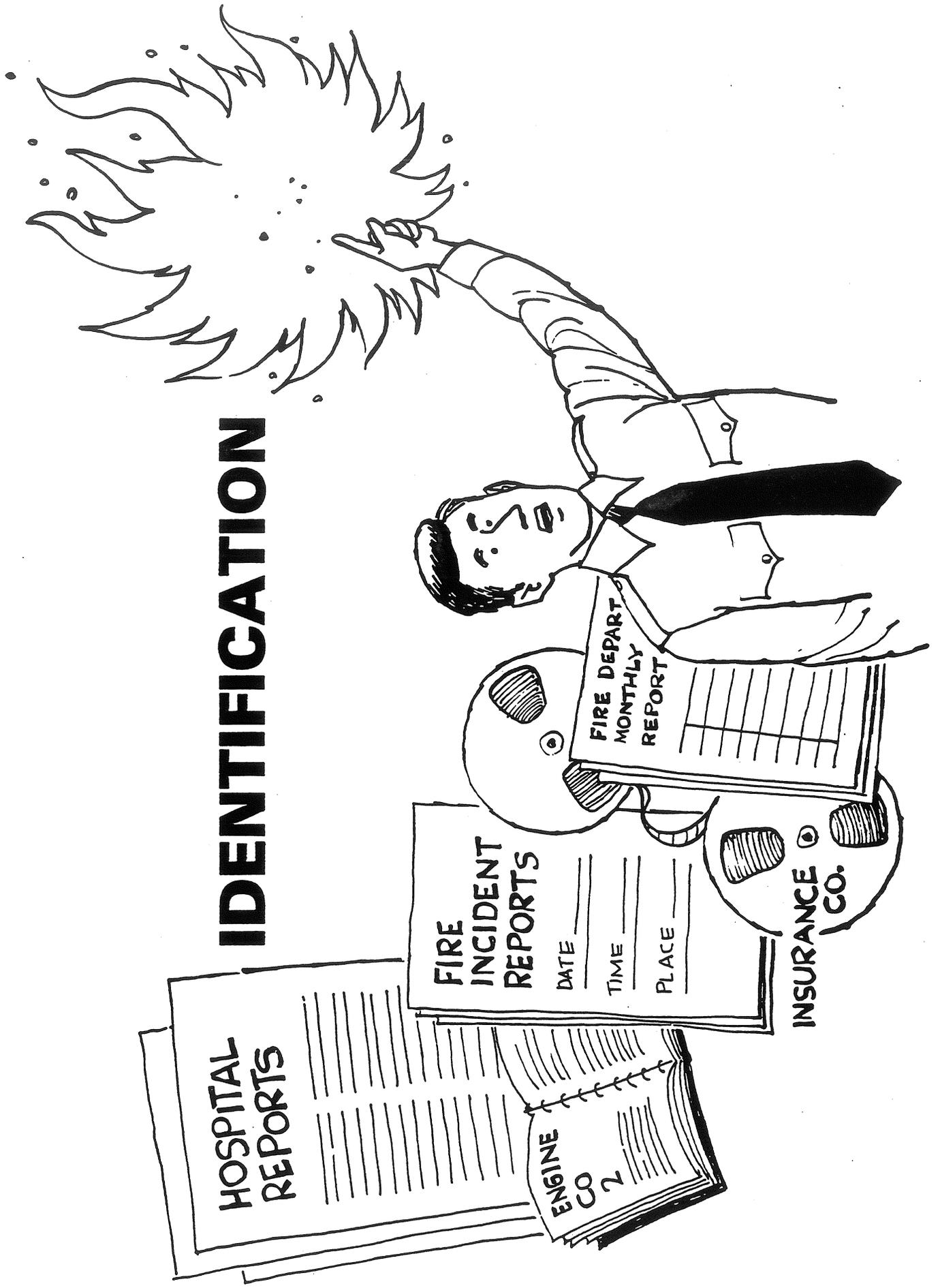


ESTABLISHING COMMUNITY SUPPORT



FOR FIRE EDUCATION PLANNING

IDENTIFICATION



FIRE INCIDENT REPORTS

DATE _____

TIME _____

PLACE _____

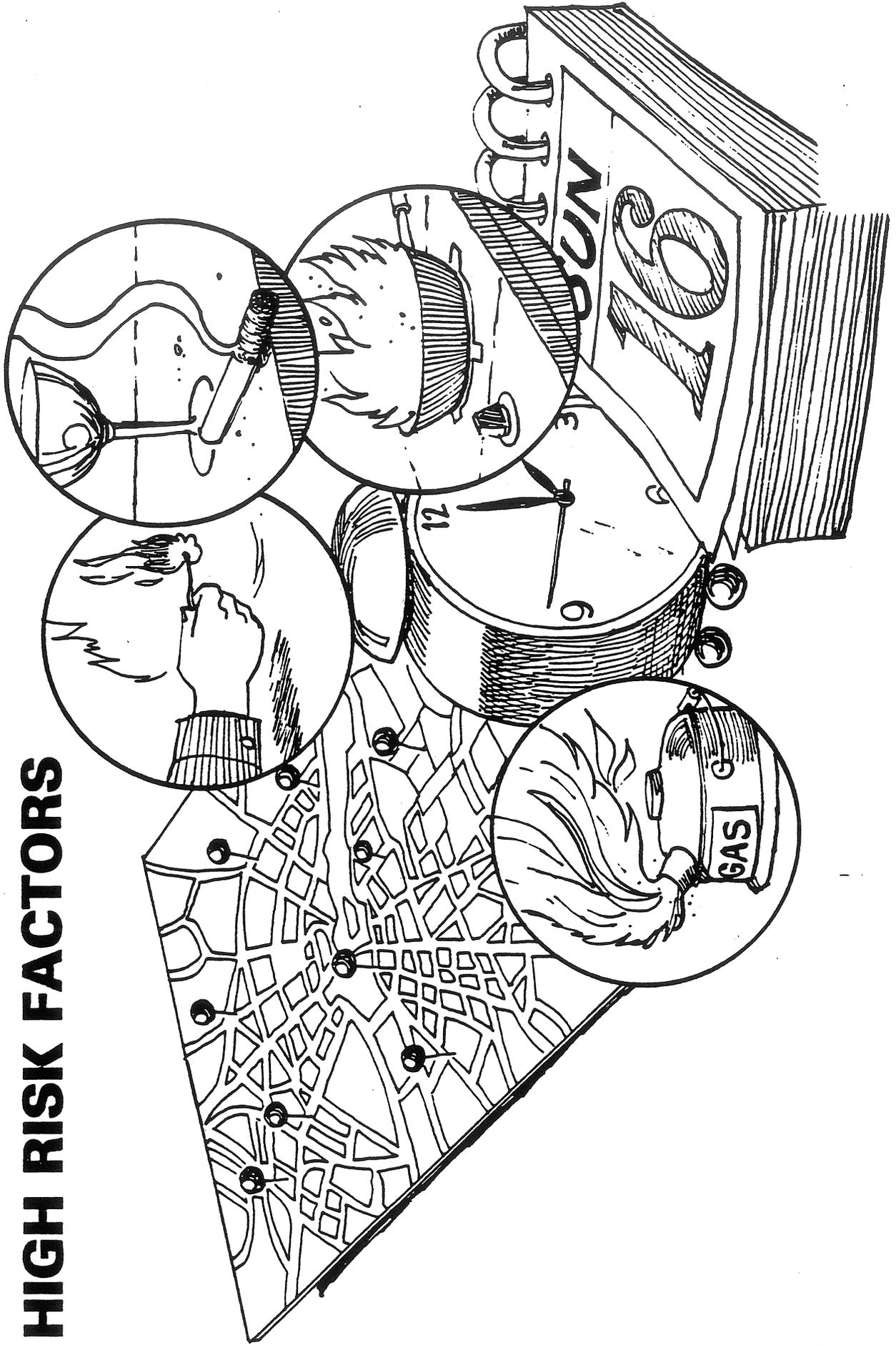
FIRE DEPARTMENT MONTHLY REPORT

HOSPITAL REPORTS

ENGINE CO 2

INSURANCE CO.

HIGH RISK FACTORS



Fire/Burn Problem

Victims — Adults, Male and Female

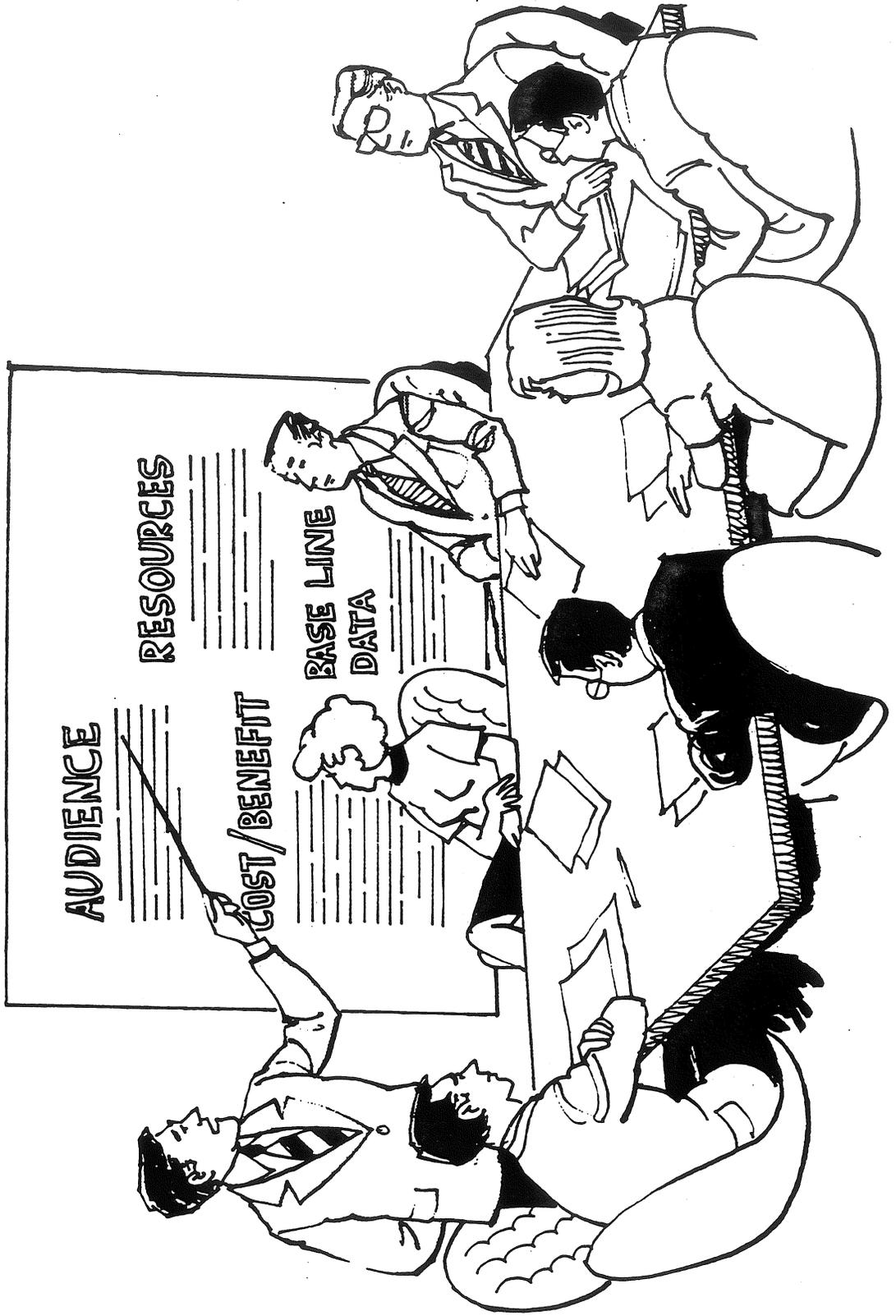
Hazard — Burned by Grease Fires

Time — During Dinner Hours

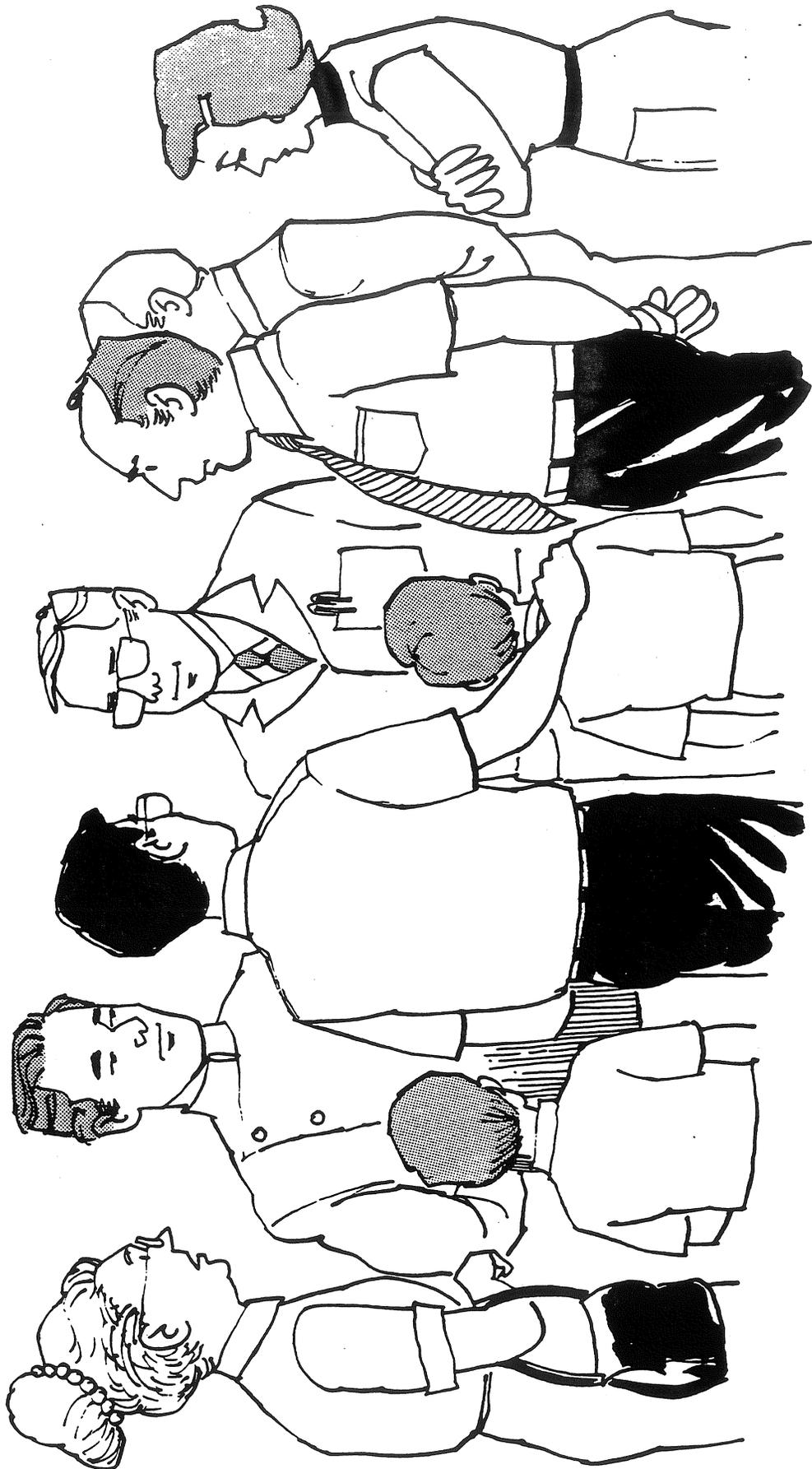
Location — District 3

**Behavior — Throwing Water on Fire or
Moving the Burning Pan**

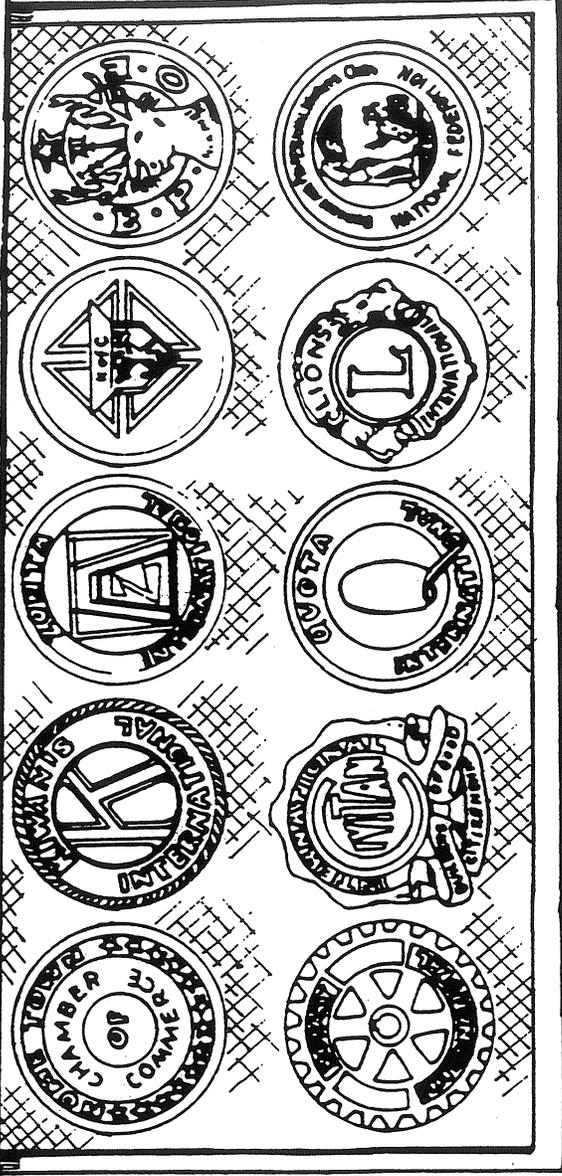
SELECTION

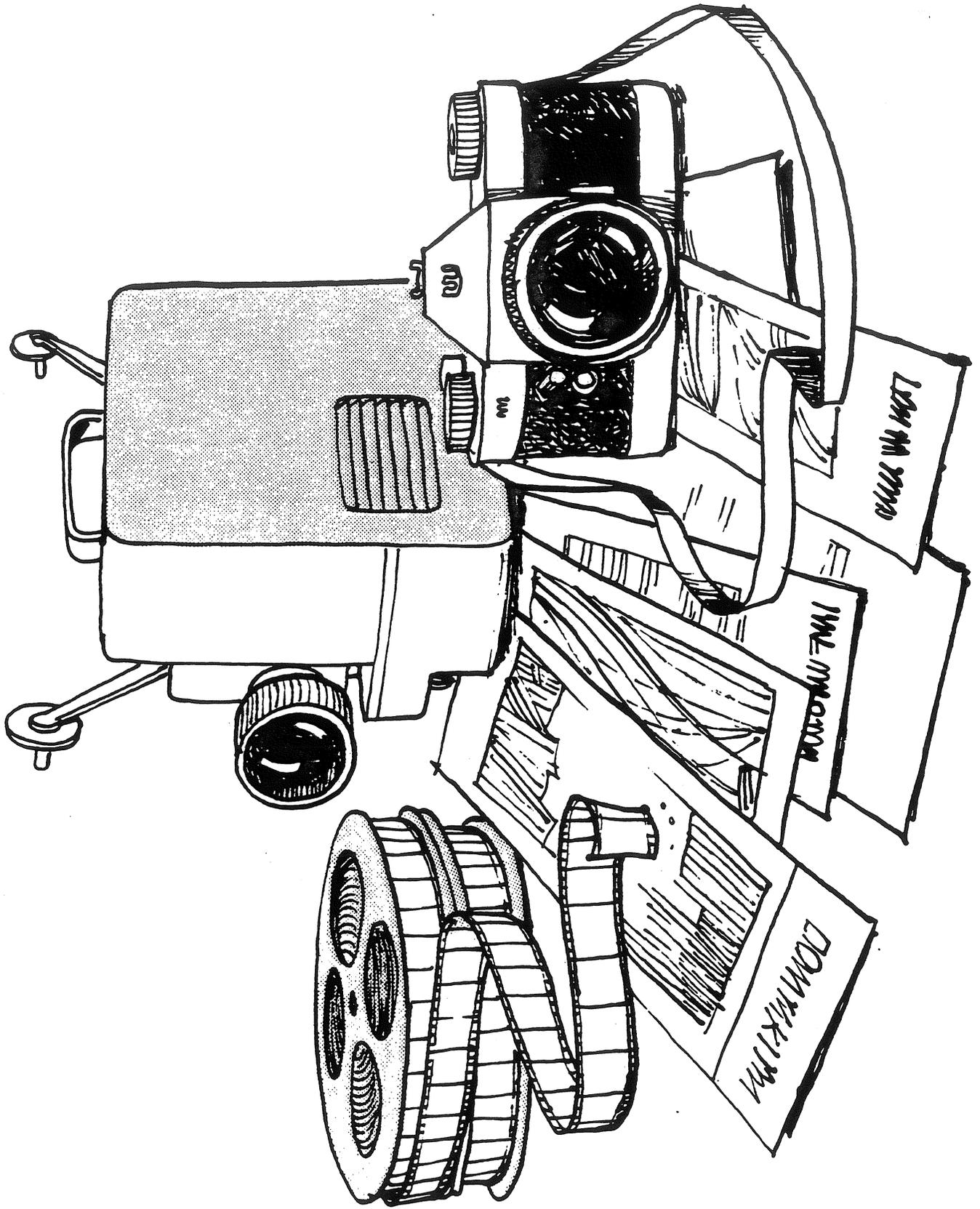


SELECT AUDIENCES



WELCOME TO MY HOME TOWN





Grease Fire Program Proposal

**Goal — Reduce the Number of Grease Fires by
50% in 12 Months**

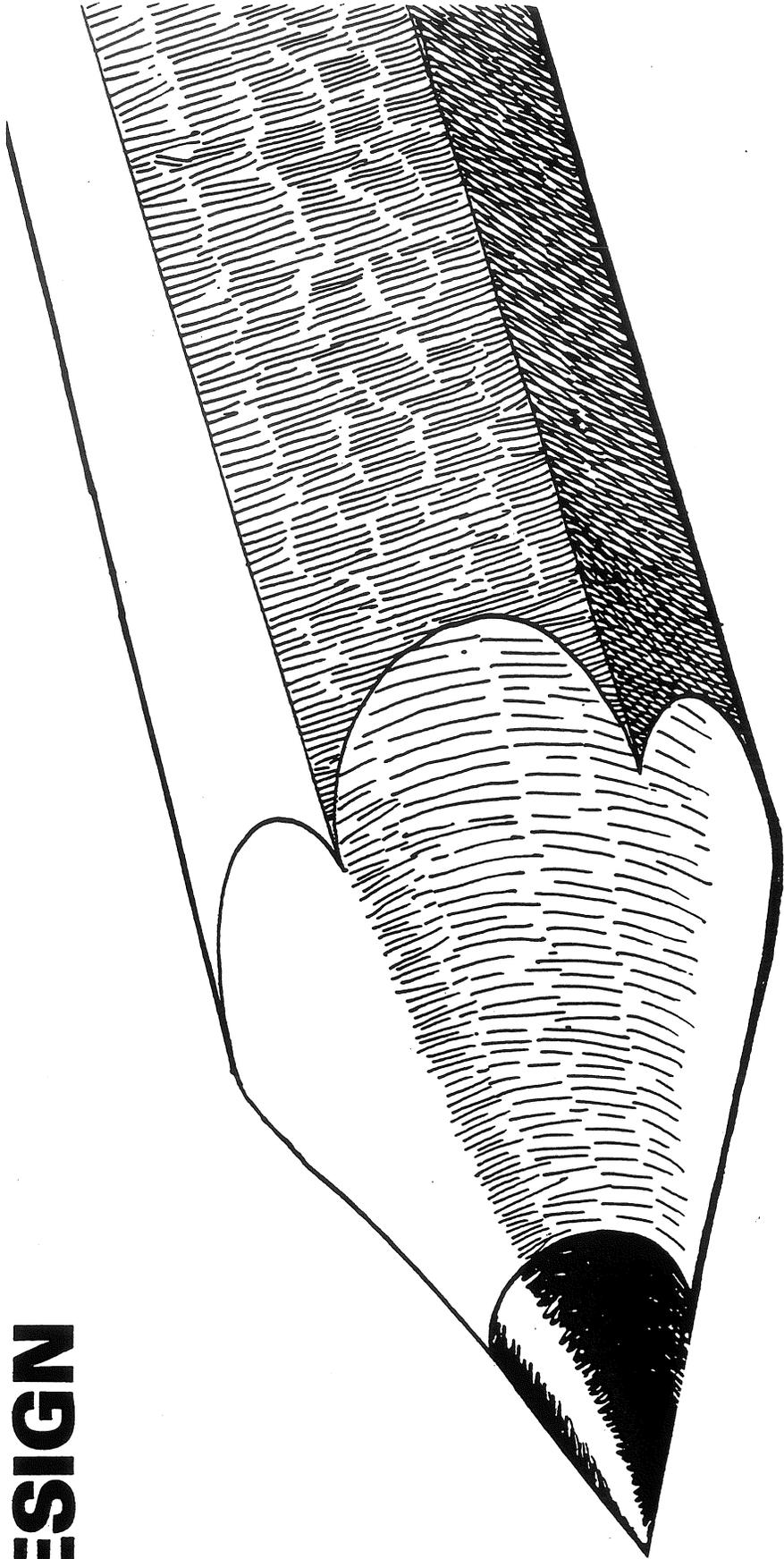
Audiences — Adults in City Organizations

**Resources — Slide Show, Flyers, Posters, F.E.M.A.,
P.S.A.'s**

**Cost — Slide Show — \$40.00
Printed Materials — \$350.00
Personnel — \$1,200.00**

Baseline Data — 78 Reported Fires in 1980

DESIGN



Fire Safety Message

- **Relevant — Positive Informative**
- **“Keep It Short and to the Point”**



Grease Fire

Program Proposal

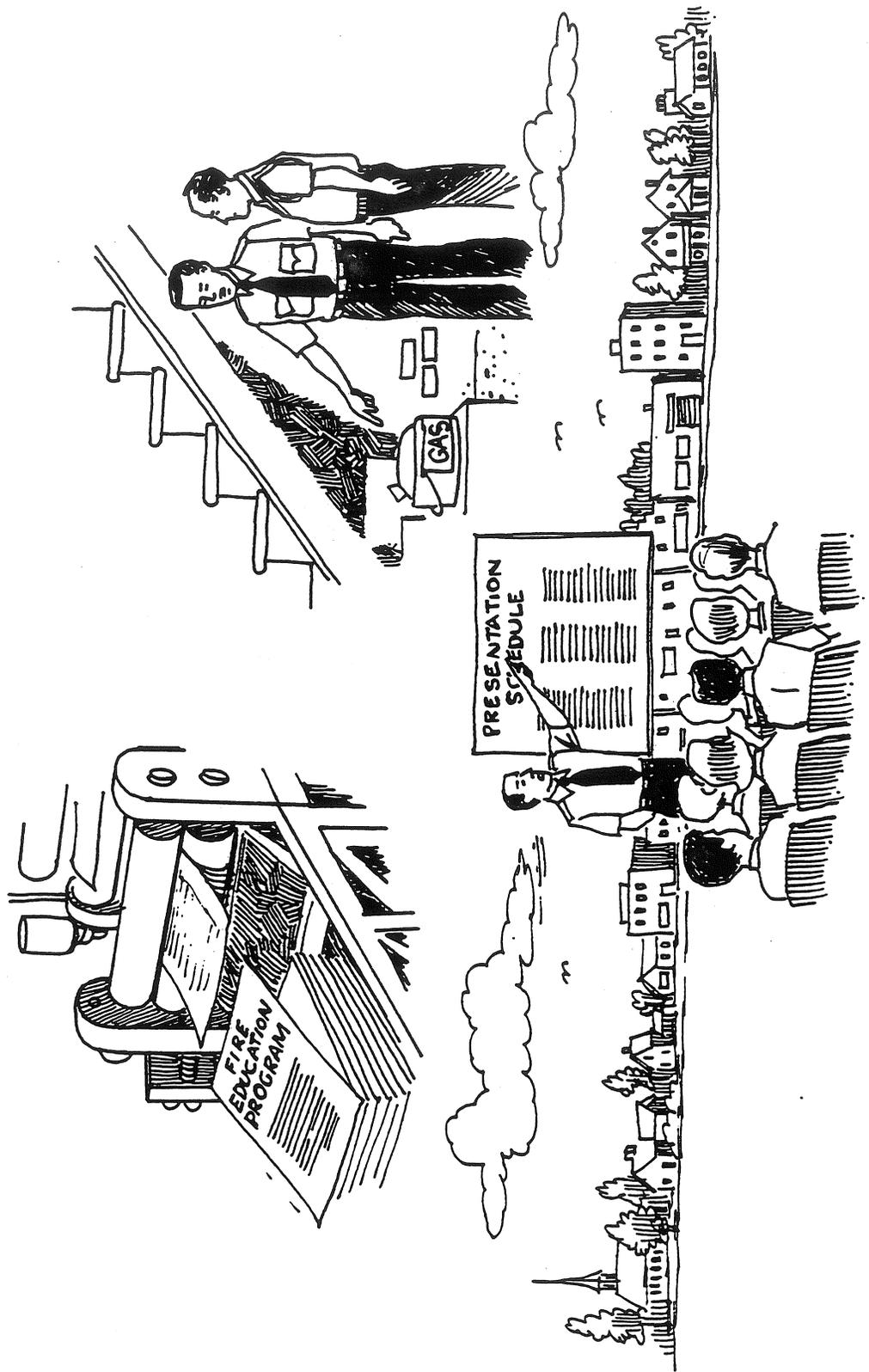
Message — “Smother a Grease Fire”
“Cook Your Food — Not Yourself”

Formats — Media Campaign
Flyers and Posters in Grocery Stores
Presentations to Groups

Times — Run P.S.A.'s in Early Evening (4-7PM)
News Articles in Food
Section of Paper

Locations — Concentrate on District 3 Area

IMPLEMENTATION



Grease Fire Campaign

Implementation Plan

**Materials — Slide Show Produced in House P.S.A.'s
from F.E.M.A.
Flyers and Posters Designed by College
Art Department — Printed by City Shop**

Funding — From Fire Department Budget

Material

**Distribution — Posters to Local Stores by Engine
Companies
Flyers Put in Grocery Bags at Stores
and Distributed at Presentations**

Grease Fire Campaign (Continued)

**Presentations — Scheduled by Fire Education Bureau
and Presented by On-Duty Personnel**

Community

Support —

**Mayor to Open Program with Press
Conference Organization Heads Invited
to First Presentation Intensive
Advertising Program**

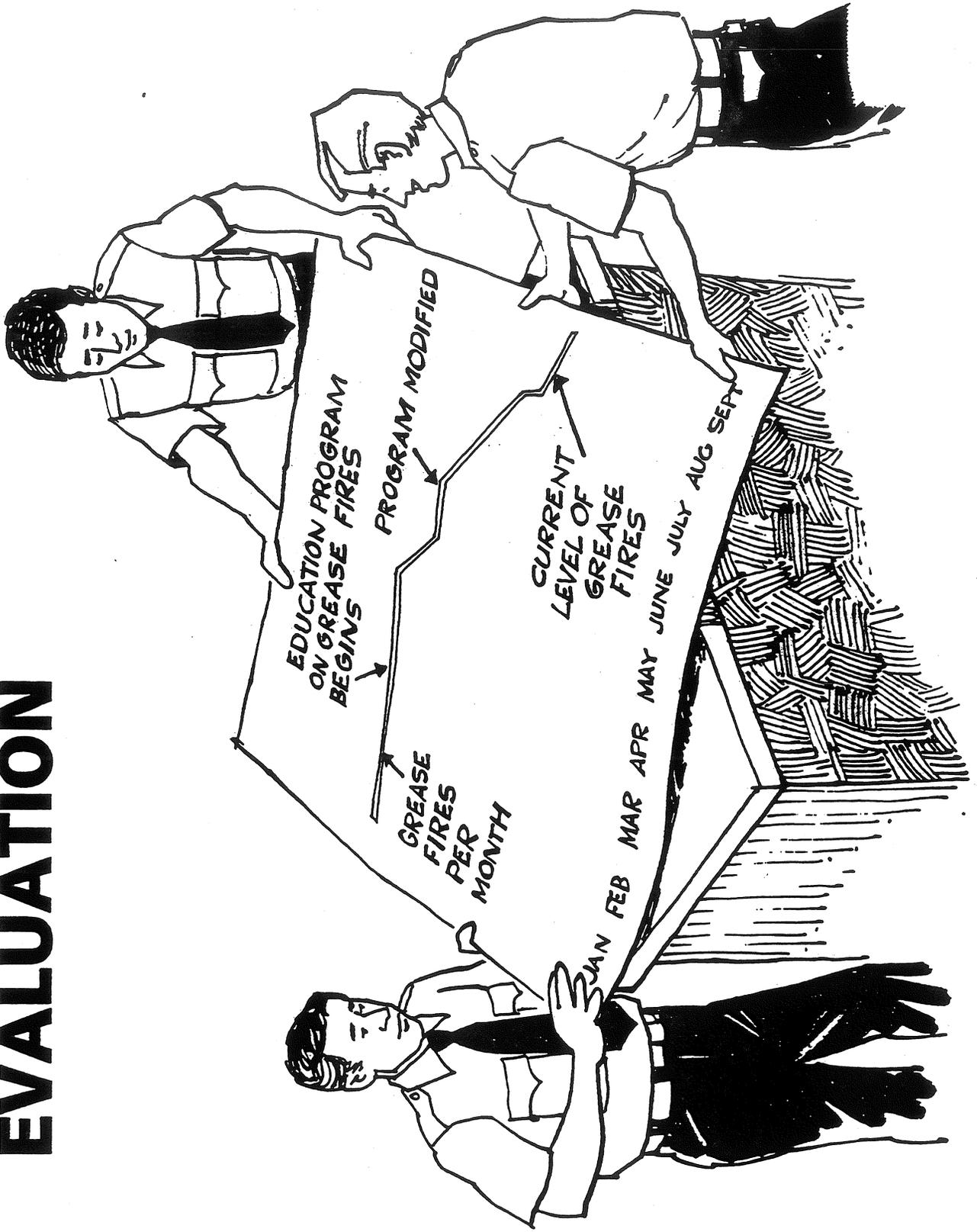
Monitoring the

Program —

**Number of Incidents Checked Monthly
Number of Presentations, Phone
Inquiries and Contacts Recorded**

Program to Begin January 1st

EVALUATION



FOUR COMPONENTS OF EVALUATION

- INSTITUTIONAL CHANGE
- EDUCATIONAL GAIN
- RISK REDUCTION
- LOSS REDUCTION

