



DEPARTMENT OF FORESTRY AND FIRE PROTECTION
OFFICE OF THE STATE FIRE MARSHAL
State Fire Training Division

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To: All Master Instructors

Recently, Office of the State Fire Marshal, State Fire Training restructured and streamlined its curriculum development process to align with the National Fire Protection Association (NFPA) Standards, and requirements of the National Fire Academy (NFA) and Federal Emergency Management Agency (FEMA). Part of the restructuring included the adoption of a new format for the writing and development of learning objectives. We will now be using "Terminal" and "Enabling" learning objectives as our standard. This information was presented at the Instructor Update Classes throughout the State during the past year.

This new format shall be immediately adopted by all Master Instructors for delivery within the Training Instructor Series. Please update your presentations to reflect these new changes.

A student information sheet is available on the SFT website under Hot Topics and will also be sent out with the course materials for Training Instructor courses approved for delivery. A copy is also included with this letter.

If you have any questions, please contact Mark Romer, Fire Service Training Specialist at (916)316-6415 or Jim Eastman, Fire Service Training Specialist at (916) 955-6462.

Respectfully,

MICHAEL J. RICHWINE
Assistant State Fire Marshal
Chief, State Fire Training

Enclosure

Terminal and Enabling Learning Objectives

Terminal Learning Objectives

Definition

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a condition, task, and a standard.

Purpose

The TLO provides direction for lesson content. It forces the instructor to think through three questions:

- Under what conditions (setting, supplies, equipment, etc.) will the student be required to perform the task? (condition)
- What will the student be able to do as a result of completing this lesson? (task)
- How well must the student perform the task to pass? (standard)

Guidance

- TLOs are written from the perspective of what the student will do, not what the instructor will do.
- TLOs target the performance required when students are evaluated, Not what they will do as part of the lesson.
- TLOs are precise, observable, and measurable.
- TLOs are stated in active terms.
- TLOs may represent a fairly large block of instruction, but would rarely range beyond a single lesson.

Examples

NFPA Standard 1001

5.2.3 Transmit and receive messages via the fire department radio, given a fire department radio and operating procedures, so that the information is accurate, complete, clear, and relayed within the time established by the AHJ.

(A) Requisite Knowledge. Departmental radio procedures and etiquette for routine traffic, emergency traffic, and emergency evacuation signals.

(B) Requisite Skills. The ability to operate radio equipment and discriminate between routine and emergency traffic.



Information Sheet

Training Instructor Series

Terminal Learning Objective (TLO):

At the end of this topic, a student provided with a fire department radio and operating procedures will transmit and receive messages via a fire department radio so that the information is accurate, complete, clear, and relayed within the time established by the AHJ.

NFPA Standard 1051

5.5.4 Construct a fireline, given a wildland fire, agency line construction standards, suppression tools, water or other suppression agents, and equipment, so that the fireline conforms to the construction standard.

(A) Requisite Knowledge. Principles of fireline construction, techniques, and standards.

(B)* Requisite Skills. Correct use of hand tools, fire stream practices, and agent application.

Terminal Learning Objective (TLO):

At the end of this topic, a student given a wildland fire, agency line construction standards, suppression tools, water or other suppression agents and equipment will construct a fireline so that the fireline conforms to construction standards.

NFPA Standard 1021

4.2.3 Direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed.

(A) Requisite Knowledge. Verbal communication techniques to facilitate learning.

(B)* Requisite Skills. The ability to distribute issue-guided directions to unit members during training evolutions.

Terminal Learning Objective (TLO):

At the end of this topic, a student given a company training evolution and policies and procedures will direct unit members during a training evolution so that the evolution is performed in accordance with a safety plan, efficiently and as directed.

Enabling Learning Objectives

Definition

An Enabling Learning Objective (ELO) states the instructor's expectations of student performance and the steps in accomplishing the TLO.

Purpose

The ELOs specify a detailed sequence of student activities. The ELOs usually generate the outline for the instructional phase of a lesson plan. Enabling objectives cover all of the cognitive, affective, and psychomotor skills students need to master to meet the TLO. Enabling learning objectives may require:

- Recall or recognition of facts
- Explanations or descriptions of procedures
- Paraphrasing of principles, theories, rules, concepts, or standards of conduct
- Demonstration of psychomotor skills
- Any other performance required to support the TLO

Guidance

- ELOs are written from the perspective of the student and what he/she must do to accomplish the TLO.
- ELOs are concise. State the requirement in clear, direct language. Keep the objective as short as possible without sacrificing clarity.
- ELOs are unambiguous: State the learning objective precisely and clearly. If an ELO is “open to interpretation” it has not met the requirement for a good learning objective.

Examples

NFPA Standard 1001

5.2.3 Transmit and receive messages via the fire department radio, given a fire department radio and operating procedures, so that the information is accurate, complete, clear, and relayed within the time established by the AHJ.

(A) **Requisite Knowledge.** Departmental radio procedures and etiquette for routine traffic, emergency traffic, and emergency evacuation signals.

(B) **Requisite Skills.** The ability to operate radio equipment and discriminate between routine and emergency traffic.

Terminal Learning Objective (TLO): At the end of this topic, a student provided with a fire department radio and operating procedures will transmit and receive messages via a fire department radio so that the information is accurate, complete, clear, and relayed within the time established by the AHJ.

Enabling Learning Objectives:

1. Identify departmental radio procedures of AHJ
2. Describe radio etiquette for routine and emergency traffic situations
3. Identify emergency evacuation signals.
4. Demonstrate how to operate fire department radio equipment



Information Sheet

5. Demonstrate how to transmit a routine and emergency traffic signal

NFPA Standard 1051

5.5.4 Construct a fireline, given a wildland fire, agency line construction standards, suppression tools, water or other suppression agents, and equipment, so that the fireline conforms to the construction standard.

(A) Requisite Knowledge. Principles of fireline construction, techniques, and standards.

(B)* Requisite Skills. Correct use of hand tools, fire stream practices, and agent application.

Terminal Learning Objective (TLO): At the end of this topic, a student given a wildland fire, agency line construction standards, suppression tools, water or other suppression agents and equipment will construct a fireline so that the fireline conforms to construction standards.

Enabling Learning Objectives:

1. Identify the principles, techniques and standards of fireline construction.
2. Use wildland hand tools to construct fireline
3. Select the proper fire stream for wildland fire suppression
4. Select the correct agent for use in wildland fire suppression

NFPA Standard 1021

4.2.3 Direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed.

(C) Requisite Knowledge. Verbal communication techniques to facilitate learning.

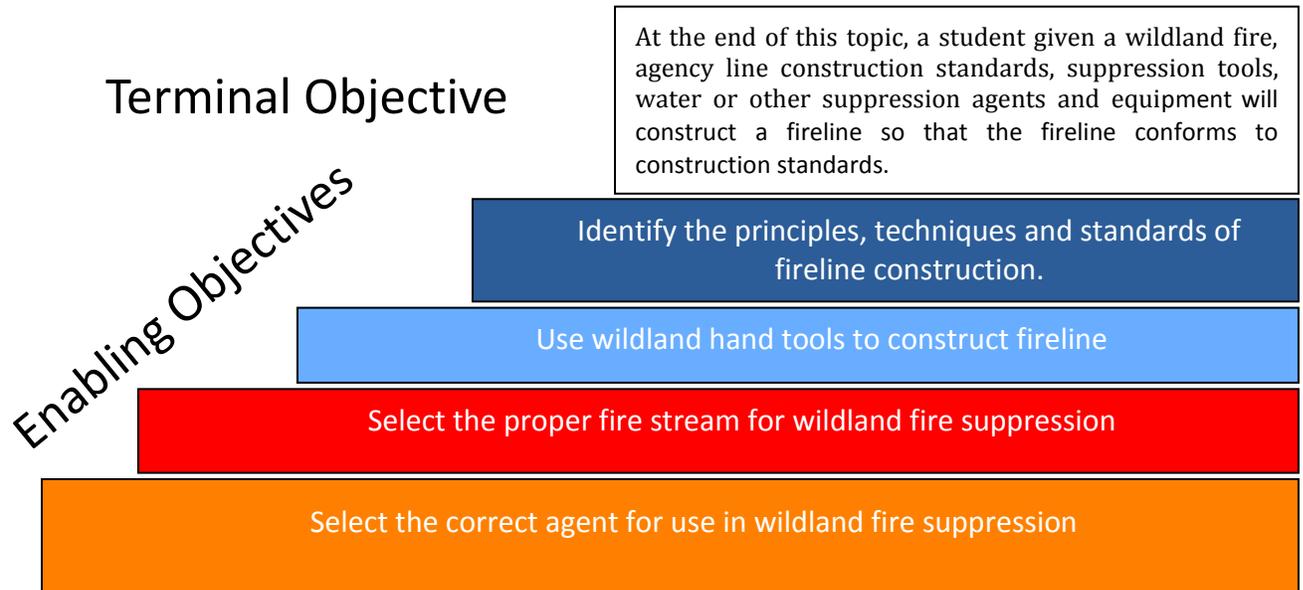
(B)* Requisite Skills. The ability to distribute issue-guided directions to unit members during training evolutions.

Terminal Learning Objective (TLO): At the end of this topic, a student given a company training evolution and policies and procedures will direct unit members during a training evolution so that the evolution is performed in accordance with a safety plan, efficiently and as directed.

Enabling Learning Objectives:

1. Recognize verbal communication techniques used within the learning environment
2. Demonstrate how to distribute issue-guided directions.

Learning Objective Hierarchy



The major learning objective is the Terminal Objective and it may require many Enabling Objectives to achieve the Terminal Learning Objective. The Enabling Objectives would be presented in instructional order.



Information Sheet

Training Instructor Series

Example: Lesson Plan Application of Terminal and Enabling Objectives

Instructor Guide

Topic:	Principle, Techniques and Standards of Fireline Construction								
Time Frame:	1:30 hrs								
Level of Instruction:	Level 2								
Authority:	NFPA 1051								
Terminal Learning Objective:	At the end of this topic, a student given a wildland fire, agency line construction standards, suppression tools, water or other suppression agents and equipment will construct a fireline so that the fireline conforms to construction standards.								
Enabling Learning Objectives:	<ol style="list-style-type: none">1. Identify the principles, techniques and standards of fireline construction.2. Use wildland hand tools to construct fireline3. Select the proper fire stream for wildland fire suppression4. Select the correct agent for use in wildland fire suppression								
Materials Needed:	<ul style="list-style-type: none">• Conference board/pads with markers/erasers• Appropriate audiovisual training aids and devices								
References:	<ul style="list-style-type: none">• <u>Fireline Handbook</u>								
Preparation:	<p>Each instructor must develop a motivational statement on why the student should learn the upcoming material. The purpose is to establish relevancy of the lesson to the audience. The ACID BASE acronym can be used to help develop student motivation.</p> <table><tr><td>Attention (attract)</td><td>Begin</td></tr><tr><td>Curiosity (arouse)</td><td>Association</td></tr><tr><td>Interest (create)</td><td>Students</td></tr><tr><td>Desire (stimulate)</td><td>Experience</td></tr></table> <p>Cite examples or use related illustrations of near-miss incidents, injuries, or fatalities. Write this section "from the heart." Be creative! Have fun with it or be serious, but remember the goal is to stimulate student motivation.</p>	Attention (attract)	Begin	Curiosity (arouse)	Association	Interest (create)	Students	Desire (stimulate)	Experience
Attention (attract)	Begin								
Curiosity (arouse)	Association								
Interest (create)	Students								
Desire (stimulate)	Experience								
