



Fire and Life Safety Educator 2

Course Plan

Course Details

Certification:	Fire and Life Safety Educator
CTS Guide:	Fire and Life Safety Educator Certification Training Standards Guide (2015)
Description:	This course provides the skills and knowledge needed for an experienced Fire and Life Safety Educator to safely, effectively, and competently prepare educational programs and information to meet identified needs.
Designed For:	Fire and Life Safety Educator certification candidates and individuals who perform fire and life safety education within their fire agency
Prerequisites:	Fire and Life Safety Educator 1
Standard:	Complete all activities, skills, and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	21 hours (13.5 lecture / 7.5 application / testing time determined by AHJ)
Maximum Class Size:	30
Instructor Level:	Instructor Level 1
Instructor/Student Ratio:	1:30
Restrictions:	None
SFT Designation:	CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors need:

- *Fire and Life Safety Educator: Principles and Practice* (Marsha Giesler, 2nd edition, ISBN: 13-978-1284041972)
or
Fire and Life Safety Educator (IFSTA, Fire Protection Publications, 3rd edition, ISBN: 978-087939396-0)
- NFPA 1300: Standard on Community Risk Assessment and Community Risk Reduction Plan Development (current edition)
- NFPA 1730: Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations (current edition)

Online Instructor Resources

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/>:

- Activity 2-2a: Cognitive Lesson Plan Development
- Activity 2-2b: Psychomotor Lesson Plan Development
- Dale's Cone of Experience (pdf)

Student Resources

To participate in this course, students need:

- *Fire and Life Safety Educator: Principles and Practice* (Marsha Giesler, 2nd edition, ISBN: 13-978-1284041972)
or
Fire and Life Safety Educator (IFSTA, Fire Protection Publications, 3rd edition, ISBN: 978-087939396-0)
- NFPA 1300: Standard on Community Risk Assessment and Community Risk Reduction Plan Development (current edition)

Facilities, Equipment, and Personnel

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

- None

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	1.0	0.0	
Topic 1-2: Fire and Life Safety Educator Certification Process	0.5	0.0	
Unit 1 Totals	1.5	0.0	1.5
Unit 2: Education and Implementation			
Topic 2-1: Developing FLSE Informational Materials	1.5	1.0	
Topic 2-2: Developing FLSE Lesson Plans	1.5	2.0	
Topic 2-3: Modifying FLSE Lesson Plans	0.5	0.5	
Topic 2-3: Developing and Modifying FLSE Educational Materials	1.0	0.0	
Unit 4 Totals	4.5	3.5	8.0
Unit 3: Administration			
Topic 3-1: Preparing a FLSE Budget Proposal for a New Program	1.5	1.0	
Unit 2 Totals	1.5	1.0	2.5
Unit 4: Planning and Development			
Topic 4-1: Establishing FLSE Priorities	1.5	2.0	
Topic 4-2: Facilitating FLSE Collaborative Partnerships	1.5	0.0	
Topic 4-3: Preparing FLSE External Agency Resource Requests	0.5	0.0	
Unit 3 Totals	3.5	2.0	5.5
Unit 5: Evaluation			
Topic 5-1: Developing FLSE Evaluation Strategies	0.5	0.0	
Topic 5-2: Designing FLSE Evaluation Instruments	1.0	0.0	
Topic 5-3: Implementing FLSE Evaluation Strategies	1.0	1.0	
Unit 5 Totals	2.5	1.0	3.5
Summative Assessment			
Determined by AHJ or educational institution	TBD	TBD	TBD
Skills Practice (Lab / Sets and Reps)			
Determined by AHJ or educational institution	TBD	TBD	TBD
Course Totals:	13.5	7.5	21.0

Time Table Key

1. The Time Table documents the amount of time required to deliver the content included in the course plan.

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

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

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

Unit 2: Education and Implementation

Topic 2-1: Developing FLSE Informational Materials

Terminal Learning Objective

At the end of this topic a student, given an identified fire or life safety objective and characteristics of the target audience, will be able to develop informational material that is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience.

Enabling Learning Objectives

1. Identify data resources
2. Identify information systems, including accessible format and materials
3. Describe the learning theory
4. Identify community risk reduction and prevention strategies
5. Understand high-risk populations and those with access and functional needs
6. Identify types of educational media
 - Traditional (whiteboards, textbooks, overhead projectors, Smartboards, and teachers)
 - Mass media (newspapers, movies, radio, and television)
 - Electronic media (computers, interactive video, and multimedia systems)
 - Virtual or hybrid options
7. Assemble information in specific format
8. Generate written communications relevant to the needs of target populations
9. Locate resources to assist with specific challenges such as populations with access and functional needs and language issues

Discussion Questions

1. What strategies can be used to design a positive learning outcome?
2. What is the proper procedure for developing a lesson plan?
3. What are some challenges to the learning process for various audiences?
4. What are the advantages and disadvantages of different types of educational media?

Application

1. Consider splitting the group in half and having one half speak on the advantages of different educational media, and the other half talk about the disadvantages.

Instructor Notes

1. None

CTS Guide Reference: CTS 7-1

Topic 2-2: Developing FLSE Lesson Plans

Terminal Learning Objective

At the end of this topic, a student, given a topic, audience characteristics, and an agency-specific standard lesson plan format, will be able to develop a lesson plan and a course evaluation mechanism that addresses JPRs or learning objectives for the topic and includes learning objectives, a lesson outline, course materials, instructional aids, and meets the needs of the target audience.

Enabling Learning Objectives

1. Describe elements of a lesson plan
2. Describe components of learning objectives
3. Describe methods and techniques of instruction
 - Determine methods of delivery that best fit the content
4. Describe principles of adult learning
 - Apply instructional strategies to meet learning styles of each audience
5. Describe techniques for eliminating bias in instructional materials
 - Identify elements of instructional materials that can bias the success of some students over others
 - Identify elements of potential bias inherent in specific agency equipment
6. Select types and application of instructional media
 - Recommend two forms of media to be utilized during instructional delivery
 - State how the chosen instructional media supports the learning objectives
7. Select evaluation techniques
8. Identify sources of references and materials
9. Perform basic research
 - Identify materials to support the learning objective
10. Use JPRs to develop enabling learning objectives
11. Assess student needs
 - Consider audience characteristics such as new recruits vs. general public
 - Assess students' prior knowledge of equipment, procedures, and features
 - Provide reasonable accommodations for all students
12. Develop instructional media
 - Use instructional media to support learning objectives
 - Comply with U.S. copyright law and respect intellectual property rights
13. Apply outlining techniques
14. Apply evaluation techniques
15. Analyze resource needs
 - Determine number of handouts, equipment, software licenses needed
 - Match instructional delivery time with number of students and skill being taught to determine sufficiency of resources

Discussion Questions

1. What factors should you consider when creating the lesson plan in order to ensure that you can deliver the learning objective within the allocated time?
2. How does the evaluation step influence the overall lesson plan?

3. What intellectual property rights could be violated in course delivery?

Application

1. Activity 2-2a: Cognitive Lesson Plan Development
2. Activity 2-2b: Psychomotor Lesson Plan Development

Instructor Notes

1. Your lesson plans should model multiple presentation methods.

CTS Guide Reference: CTS 7-2

Topic 2-3: Modifying FLSE Lesson Plans

Terminal Learning Objective

At the end of this topic, a student, given a topic, audience characteristics, and a lesson plan, will be able to modify an existing lesson plan to address the JPRs or learning objectives for the topic; and include learning objectives, the lesson outline, course materials, instructional aids, and an evaluation plan.

Enabling Learning Objectives

1. Evaluate elements of an existing lesson plan
2. Identify learning objectives
3. Adapt methods and techniques of instruction
4. Identify and eliminate potential bias in instructional materials
5. Select types of instructional media
6. Identify sources of references and materials
7. Perform basic research
 - Identify reason for lesson modification (e.g., AHJ policy)
 - Identify materials to support the modified learning objective
8. Use JPRs to modify enabling learning objectives
9. Assess target audience needs
10. Modify instructional media
11. Apply outlining techniques
12. Apply evaluation techniques
13. Analyze resource needs

Discussion Questions

1. What factors influence the need to modify a lesson plan?
2. How might you modify instructional media to meet target audience needs?
3. How can you locate additional references and materials for lesson modification?

Application

1. Given an existing lesson plan, have students work in small groups to modify a prepared lesson plan for specified audiences.

Instructor Notes

1. None

CTS Guide Reference: CTS 7-3

Topic 2-4: Developing and Modifying FLSE Educational Materials

Terminal Learning Objective

At the end of this topic a student, given a lesson plan and a specified audience, will be able to develop and modify educational materials that support the lesson plan, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

Enabling Learning Objectives

1. Identify types of educational materials
2. Describe how to develop instructional materials and graphics
 - Ensure material is reflective of the community
 - Content
 - Word choice
 - Graphics
 - Delivery method
 - Review risk assessment
3. Identify methods to modify instructional materials
4. Design educational material
 - Review Dale's Cone of Experience

Discussion Questions

1. What educational material has been the most effective in your personal experience?
2. What are some legal issues of using logos, trademarks, videos, etc., in the classroom?
3. What are some considerations when developing age appropriate, educationally appropriate, behaviorally sound, and culturally sensitive educational material?

Application

1. Determined by instructor

Instructor Notes

1. See online resources for Dale's Cone of Experience PDF.

CTS Guide Reference: CTS 7-4

Unit 3: Administration

Topic 3-1: Preparing a FLSE Budget Proposal for a New Program

Terminal Learning Objective

At the end of this topic a student, given budgetary guidelines, program needs, and delivery expense projections, will be able to prepare a written budget proposal for a specific program or activity, follow all guidelines, and identify all program needs.

Enabling Learning Objectives

1. Describe the budgetary process
 - Identify materials costs
 - Identify personnel costs
 - Estimate other project costs
 - Determine revenue streams and sources
 - Identify partnerships to assist with funding
 - Grants
 - Community relationships
1. Describe organizational bidding processes
2. Describe organizational purchase requests
3. Describe budgetary recordkeeping needs for FLSE programs

Discussion Questions

1. What is the process for developing a fire and life safety education budget for a specific project?
2. What information should you include in a budget proposal?

Application

1. Given a proposed program or activity and a target audience, have students work in groups to develop a budget proposal.

Instructor Notes

1. Provide a budget template with categories to consider for the application.

CTS Guide Reference: CTS 5-1

Unit 4: Planning and Development

Topic 4-1: Establishing FLSE Priorities

Terminal Learning Objective

At the end of this topic a student, given relevant local loss and injury data, will be able to establish fire and life safety education priorities within a program so that local fire and life safety education activities address identified risk priorities.

Enabling Learning Objectives

1. Describe the community risk assessment process
 - NFPA 1300
 - NFPA 1730
2. Analyze content of reports and data
3. Identify prevention interventions
4. Collect, analyze, and interpret data
5. Identify and address priority risk issues

Discussion Questions

1. What is the proper process for identifying and prioritizing local risks?
2. What are the risk priorities in your area?

Application

1. Given local loss and injury data (American Fact Finder tool on the U.S. Census Bureau website (data.census.gov)) have students evaluate the data and determine if their FLSE priorities are in alignment with correcting/managing identified losses. If the priorities are not aligned, have the students propose adjustments.

Instructor Notes

1. Encourage students to become familiar with local fire issues.

CTS Guide Reference: CTS 6-1

Topic 4-2: Facilitating FLSE Collaborative Partnerships

Terminal Learning Objective

At the end of this topic a student, given a description of local groups and organizational policies for relationships with community groups, attendance at community meetings, and participation at community events, will be able to develop relationships with community groups to establish a mutually beneficial relationship.

Enabling Learning Objectives

1. Identify community demographics
2. Identify formal and informal community leaders
3. Identify opportunities for community interaction
 - Community meetings
 - Public meetings (fire board, city council, etc.)
 - Civic groups (Kiwanis, Rotary, Scouting, youth programs, etc.)
 - Special interest groups
 - Community events (street fairs, cultural celebrations, parades, etc.)
 - Fire prevention week
 - Volunteerism (fire corps, medical reserve, explorers)
 - Social media
4. Identify community groups
 - HOAs
 - Firesafe councils
 - Safekids
 - Burn foundations
5. Identify government agencies
 - Health department
 - Parks and rec department
 - Senior centers
 - After school programs
 - Daycares and preschools
 - School districts
6. Describe the value of creating meaningful relationships with community groups
 - Fosters community support for fire services
 - Establishes and maintains ongoing contacts
 - Strengthens communication
 - Creates fund-raising and philanthropic opportunities
 - Promotes fire and life safety education
7. Describe effective customer service
8. Use verbal and written communication skills
9. Identify group dynamics and management
 - Describe group processes
 - Communicate objectives
 - Negotiate objectives

- Resolve conflict
- Interact in a group
- Recognize opportunity for shared effort
- Facilitating small group processes
- Managing group dynamics

Discussion Questions

1. Why is it important to have collaborative partnerships?
2. Who are the formal and informal community leaders in your jurisdiction?
3. What are positive ways to use social media to interact with the community?

Activities

1. Determined by instructor

Instructor Notes

1. Consider asking a collaborative partner to speak to the group.

CTS Guide Reference: CTS 6-2

Topic 4-3: Preparing FLSE External Agency Resource Requests

Terminal Learning Objective

At the end of this topic a student, given an external agency, department policies on requesting resources, and a description of the resources needed, will be able to prepare a request for resources from an external organization that identifies needed resources and conforms to department/agency policies and the resource provider's requirements.

Enabling Learning Objectives

1. Describe how to determine what resources might be needed from an external agency
2. Identify legal issues
3. Describe department and external agency policies for requesting resources
4. Demonstrate the ability to write proposals

Discussion Questions

1. What key information should be included in a resource request proposal?
2. What are some of your program's current needs? What external resources are available to meet those needs?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 6-3

Unit 5: Evaluation

Topic 5-1: Developing FLSE Evaluation Strategies

Terminal Learning Objective

At the end of this topic a student, given educational program goals and objectives and evaluation instrument(s), will be able to develop an evaluation strategy that measures program outcomes.

Enabling Learning Objectives

1. Identify evaluation methods
2. Collect and analyze data
3. Implement evaluation strategy

Discussion Questions

1. What is the process for developing an evaluation strategy to measure outcomes of a risk reduction program?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 8-1

Topic 5-2: Designing FLSE Evaluation Instruments

Terminal Learning Objective

At the end of this topic a student, given educational program goals and objectives and an evaluation strategy, will be able to design an evaluation instrument that measures program outcomes.

Enabling Learning Objectives

1. Identify program goals and objectives
2. Identify evaluation strategy
3. Identify testing methods
4. Design evaluation instrument
5. Select tools to measure program outcome
6. Validate testing instruments

Discussion Questions

1. What are some common testing methods?
2. What is the validation process for testing an evaluation instrument?

Application

1. Determined by instructor

Instructor Notes

1. Consider providing samples of an evaluation instrument for review.

CTS Guide Reference: CTS 8-2

Topic 5-3: Implementing FLSE Evaluation Strategies

Terminal Learning Objective

At the end of this topic a student, given educational program goals and objectives and evaluation instrument(s), will be able to implement an evaluation strategy that measures educational program outcomes.

Enabling Learning Objectives

1. Identify statistical analysis methods and resources
2. Identify evaluation techniques
3. Select evaluation techniques
4. Implement evaluation methods

Discussion Questions

1. What affiliate organizations or outside sources can you consult with when developing an evaluation strategy?
2. How does the selection of the evaluation technique change with your audience?

Application

1. Given a sample campaign, have students develop an implementation plan to evaluate the campaign.

Instructor Notes

1. None

CTS Guide Reference: CTS 8-3

How to Read a Course Plan

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

Course Details

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

Required Resources

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

Unit

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

Topics

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference

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

Skill Sheet

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