



**Official Skill Sheets for Practical Skills Evaluation
Ontario, Canada**

**FIRE AND LIFE SAFETY EDUCATOR I
NFPA 1035, Chapter 4, 2015 Edition**

**National Fire Protection Association Standard for
Fire and Life Safety Educator Professional Qualifications**

Enquiries regarding completion of this booklet should be directed to your Instructor.

**Upon successful mastery of all practical skills, completed and signed pages 4 to 6 of
This document should be sent to:**

**Manager
Academic Standards and Evaluation Unit
Ministry of Community Safety and Correctional Services
Office of the Fire Marshal and Emergency Management
25 Morton Shulman Avenue, 2nd Floor
Toronto, Ontario
M3M 0B1
OFMTestingandCertification@ontario.ca**



Instructions for Fire and Life Safety Educator I candidates:

Complete all practical skill sheets within this booklet and ensure that your name is located on the top of each skill sheet. Complete each practical skills sheet when communicated by your Lead Instructor. Please make every effort to print or write legibly.

Candidates must complete the top of page four (4) "Verification of Successful Completion of Practical Skills Course" section. When requested by the Lead Instructor hand in the "Verification of Successful Completion of Practical Skills Course and Evaluation" section (pages 5-6), to the Lead Instructor to confirm that all practical skills have been completed and signed-off.

The practical skills sheets, pages 7-50 should remain with candidates attending external training facilities, and placed in their personnel/training file; to confirm that skill requirements have been verified. For those candidates that attend the Ontario Fire College, practical skill sheets should be given to the instructor upon completion of the course.

Instructions for Fire and Life Safety Educator I - Lead Instructor:

It is the responsibility of every Fire and Life Safety Educator Level I Lead Instructor to ensure that each candidate has completed and passed every practical skill sheet. This will indicate that the candidate has successfully mastered all skills relevant to the NFPA Standard. The Lead Instructor must sign the bottom of page 4, to verify that the candidate has successfully completed all of the practical skills required for Fire and Life Safety Educator, Level I.

Only those individuals whose forms have been received by the Office of the Fire Marshal and Emergency Management will be eligible for Certification.

The Lead Instructor must also submit pages entitled "Verification of Successful Completion of Practical Skills Course" and "Verification of Successful Completion of Practical Skills Evaluation (pages 4 to 6), to the Manager, Academic Standards & Evaluation, OFMEM at the address on the cover page within 60 days of the completion of the course. Pages 5-6 must be signed-off by a qualified instructor eligible to perform the function of a Lead Evaluator. This individual cannot instruct the skills being verified.



Suggested Readings:

Information for meeting NFPA 1035, 2015 Edition Job Performance Requirements (JPRs) for FIRE AND LIFE SAFETY EDUCATOR I is found in the following suggested readings:

Publisher/Title/Edition

1. NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 Edition
 - Refer to Chapter 4 regarding Fire and Life Safety Educator I (pages 9 - 10)
2. IFSTA, *Fire and Life Safety Educator*, 3rd Edition
 - Refer to Fire and Life Safety Educator I material from Chapters 1 to 6 (pages 7 - 178)

OR

3. Jones and Bartlett, *Fire and Life Safety Educator: Principles and Practice*, 2nd Edition
 - Refer to Fire and Life Safety Educator I material in appropriate chapters/sections of this textbook if not using IFSTA resource



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

FIRE AND LIFE SAFETY EDUCATOR I
(NFPA 1035-2015)

PRACTICAL SKILLS

VERIFICATION OF SUCCESSFUL COMPLETION OF PRACTICAL SKILLS COURSE

This completed and signed form must be submitted to the Ontario Office of the Fire Marshal and Emergency Management upon completion of the practical skills during the course. Only those individuals whose forms have been received by the Ontario Office of the Fire Marshal and Emergency Management will be eligible for Certification.

To be completed by the candidate:

Name: _____

Address: _____

City: _____ Prov: _____ Postal Code: _____

Department/Agency: _____

Fire and Life Safety Educator I
Course Location: _____

Fire and Life Safety Educator I
Course Start Date: _____

Fire and Life Safety Educator I
Course End Date: _____

To be completed by the Designated Instructor:

As Designated Instructor for this course, I verify that the above candidate has successfully completed all of the practical skills required for the level of:

Fire and Life Safety Educator I

Print Name: _____

Signature: _____ Date: _____



**VERIFICATION OF SUCCESSFUL COMPLETION OF PRACTICAL SKILLS
EVALUATION**

To be completed by the Designated Instructor present for each of the practical skills:

STUDENT NAME:			
DEPARTMENT/AGENCY:			
COURSE DATES:		LOCATION:	
EVALUATION DATE:		LOCATION:	
LEAD INSTRUCTOR:			

	<i>Pass/Fail</i>
Present and Adapt a Lesson NFPA 1035-2015, 4.1.2, 4.4.3, 4.4.4	
<i>Evaluator signature: _____ Date: _____</i>	
Document Fire and Life Safety Educational Activities and Prepare Activity Reports NFPA 1035-2015, 4.2.1, 4.2.2	
<i>Evaluator signature: _____ Date: _____</i>	
Maintain a Work Schedule NFPA 1035-2015, 4.2.3	
<i>Evaluator signature: _____ Date: _____</i>	

CONTINUED ON NEXT PAGE



	<i>Pass/Fail</i>
Identify Community Resources, Services, and Organizations NFPA 1035-2015, 4.2.4	
<i>Evaluator signature:</i> _____ <i>Date:</i> _____	
Identify Partners to Address Current Fire and Life Safety Issues NFPA 1035-2015, 4.3.1	
<i>Evaluator signature:</i> _____ <i>Date:</i> _____	
Select Instructional Materials NFPA 1035-2015, 4.4.1	
<i>Evaluator signature:</i> _____ <i>Date:</i> _____	
Practice Safety During Fire and Life Safety Education Activities NFPA 1035-2015, 4.4.2	
<i>Evaluator signature:</i> _____ <i>Date:</i> _____	
Notify the Public Concerning a Scheduled Event NFPA 1035-2015, 4.4.5	
<i>Evaluator signature:</i> _____ <i>Date:</i> _____	
Disseminate Educational Information NFPA 1035-2015, 4.4.6, 4.4.7	
<i>Evaluator signature:</i> _____ <i>Date:</i> _____	
Administer and Score an Evaluation Instrument NFPA 1035-2015, 4.5.1, 4.5.2	
<i>Evaluator signature:</i> _____ <i>Date:</i> _____	
Interpret the Results of an Evaluation Instrument NFPA 1035-2015, 4.5.1, 4.5.2	
<i>Evaluator signature:</i> _____ <i>Date:</i> _____	



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PRESENT AND ADAPT A LESSON

Successful completion of the practical skills in this section is necessary to fulfill the requirements of the following sections of NFPA 1035-2015:

Fire and Life Safety Educator I Standard

4.1.2 Use verbal and written communication skills, manage time, multitask.

4.4.3* Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting, and identified audience, so that the lesson plan is followed and the objectives are met.

4.4.4 Adapt a lesson plan, given the lesson content and information on the audience, so that the material presented meets the needs of the audience.



EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.1.2, 4.4.3, 4.4.4

PRESENT AND ADAPT A LESSON

STUDENT NAME:

SKILL SHEET # 1

Skill Objective: Working in groups, review and discuss the sample lesson plan on smoke alarms and home escape planning. Adapt the lesson plan to suit the assigned target audience.

- Determine if all of the material in the lesson plan is suitable for your audience. Strike out anything you believe is not appropriate.
- Determine how you will teach each section of the lesson plan and fill in the “resources/props” and “teaching method/activities” columns.
- Make notes on a separate page about anything you would like to add or change, based on your audience.
- Fill in the estimated time, learning objectives and materials and equipment.

You have 30 minutes to complete this activity. If you have any questions during the activity, ask the instructor. Students will then present a lesson, ensuring the lesson plan is followed and objectives are met.

Target Audience 1: Presentation at a community centre to seniors who live independently.

Target Audience 2: Presentation to a class of 5 and 6 year olds at a school.

Target Audience 3: Presentation to a group of adults at a “lunch and learn” session in an office building.

Target Audience 4: Presentation to a group of new parents at a local church.

<i>Items to be checked</i>	<i>Pass/Fail</i>
<i>If the candidate:</i>	
1. Adapted content to target audience	
2. Identified appropriate resources/props and teaching methods/activities	
3. Noted changes and additions, based on the target audience	
4. Completed estimated time, learning objectives and materials and equipment.	

Candidate MUST successfully master each step listed to pass this skill.

Candidate’s Grade:

Pass

Fail

Evaluator’s Signature: _____

Date: _____



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

*FIRE AND LIFE SAFETY EDUCATOR I
(NFPA 1035-2015)*

PRACTICAL SKILLS

EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.1.2, 4.4.3, 4.4.4
PRESENT AND ADAPT A LESSON

STUDENT NAME:

SKILL SHEET # 1

LESSON PLAN

Topic:	Smoke alarms and home escape planning
Target Audience:	
Approximate time:	
Objectives:	<ul style="list-style-type: none">••••
Materials/Equipment:	<ul style="list-style-type: none">••••



EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.1.2, 4.4.3, 4.4.4
PRESENT AND ADAPT A LESSON

STUDENT NAME:

SKILL SHEET # 1

Main Points or Highlights	Resources/ Props	Teaching Method/Activities
<p>Introduction:</p> <p>Introduce yourself to the audience. If appropriate, explain the building fire alarm system and review the emergency procedures.</p>		
<p>Smoke Alarms:</p> <p>Discuss the importance of smoke alarms by explaining to your audience that in a fire seconds count. Smoke alarms provide an early warning of smoke and/or fire. Having working smoke alarms can reduce your risk of dying in a fire by half. Use props such as smoke alarms and a smoke alarm board to enhance discussion.</p> <p>Types of Smoke Alarms</p> <p>Smoke alarms may be hard wired or battery operated. For continued protection in the event of a power failure it is recommended that every home have a battery operated smoke alarm.</p> <p>There are many different brands and types of smoke alarms varying in price. Effective battery operated smoke alarms can be purchased inexpensively.</p> <p>Location</p> <p>Install smoke alarms on the ceiling.</p> <p>Read the manufacturer’s installation instructions carefully and follow them exactly.</p> <p>Do not install smoke alarms near windows, doors, or air registers where drafts could prevent smoke from reaching them.</p>		



EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.1.2, 4.4.3, 4.4.4
PRESENT AND ADAPT A LESSON

STUDENT NAME:

SKILL SHEET # 1

It is the law in Ontario to have working smoke alarms on every storey of the home and outside all sleeping areas. For maximum protection also install a smoke alarm in every bedroom.

Testing, Maintenance, and Replacement

Smoke alarms should be maintained through regular testing, cleaning and battery replacement.

Smoke alarms should be tested in accordance with manufacturer’s instructions when available, or once a month by pushing the test button and listening for the alarm.

For battery operated smoke alarms, replace batteries at least once a year. Batteries should also be replaced when the smoke alarm makes a beeping sound indicating that the batteries need replacing.

Smoke alarms should be cleaned regularly, at least once every six months, by gently vacuuming the exterior.

Smoke alarms should be replaced at least every ten years.

Home Escape Planning:

Most fatal home fires happen at night when people are sleeping. During a fire there is no time to think. Planning and practising a home fire escape plan can help you get out of your home quickly in a fire emergency. The faster occupants can exit the home, the sooner the fire department can be notified and respond.

Create a Home Escape Plan

This plan should show TWO ways out of each room, if possible. The first way would be the door, the second would probably be a window.



EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.1.2, 4.4.3, 4.4.4
PRESENT AND ADAPT A LESSON

STUDENT NAME:

SKILL SHEET # 1

Ensure that your exit routes are accessible. Windows and locks should be easy for any family member to unlock and open. If you live in an apartment building, familiarize yourself with your building's fire safety plan.

Practise your plan! When the smoke alarm sounds, immediately start your escape. Do not gather possessions.

Check doors before opening them because smoke and flames may be on the other side. Stay low behind the door, reach up and feel the door, the door handle, and the space between the door and the frame for heat. If the door feels cool, open it with caution. Put your shoulder against the door and slowly open it a crack. If safe, leave the building immediately. If the door feels warm or if there is smoke or flames on the other side, shut the door and use your second exit.

Always *get low and go* under smoke. Smoke containing toxic gases and heat rises toward the ceiling. This means the cleanest air is closest to the floor.

If trapped, close all doors between you and the fire. Use blankets or clothes to fill the cracks around the door to keep smoke out. Signal for help at the window. If there is a telephone in the room, call 9-1-1 or the local emergency number.

Determine a meeting place outside the home such as a certain tree, telephone pole or lamp post. All members of the household should gather at the meeting place after exiting the home.

Do not return to the home until fire department personnel have directed you to do so.

One person should call 9-1-1 (or the local emergency number) from a cell phone or neighbour's house.



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

*FIRE AND LIFE SAFETY EDUCATOR I
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PRACTICAL SKILLS

EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.1.2, 4.4.3, 4.4.4
PRESENT AND ADAPT A LESSON

STUDENT NAME:

SKILL SHEET # 1

Summary:

Emphasize the importance of installing and maintaining working smoke alarms on every storey of the home and outside all sleeping areas.

Reinforce the need to plan and practise a home fire escape plan with every member of the household. In a fire, every second counts.

Ask the audience if they have any fire safety questions you can help them with.

Thank them for their time and encourage them to call the fire department if they have any questions or concerns.



**Document Fire and Life Safety Educational Activities and Prepare
Activity Reports**

Successful completion of the practical skills in this section is necessary to fulfill the requirements of the following sections of NFPA 1035-2015:

Fire and Life Safety Educator I Standard

4.2.1* Document fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form or format is completed with the correct information.

4.2.2* Prepare activity reports, given specific forms or formats and information on activities, so that all components of the forms or formats are completed with the correct information.



ADMINISTRATION - NFPA 1035-2015, 4.2.1, 4.2.2

DOCUMENT FIRE AND LIFE SAFETY EDUCATIONAL ACTIVITIES AND PREPARE
ACTIVITY REPORTS

STUDENT NAME:

SKILL SHEET # 2

Skill Objective: The purpose of this activity is to practice completing an activity report. Working individually, carefully review the scenario provided. Based on the information in the scenario, complete the *Request for Public Education Activity Form* and *Fire and Life Safety Educator Activity Form*. If there is no specific information provided, use your imagination. You have 20 minutes to complete the activity. If you have any questions during the activity, ask the instructor.

<u>Items to be checked</u>	<i>Pass/Fail</i>
<i>If the candidate:</i>	
1. Correctly complete all areas of Request for Public Education Activity Form	
2. Correctly complete all areas of the Fire and Life Safety Educator Activity Form	

Candidate MUST successfully master each step listed to pass this skill.

Candidate's Grade:

Pass

Fail

Evaluator's Signature: _____

Date: _____



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

*FIRE AND LIFE SAFETY EDUCATOR I
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PRACTICAL SKILLS

ADMINISTRATION - NFPA 1035-2015, 4.2.1, 4.2.2

***DOCUMENT FIRE AND LIFE SAFETY EDUCATIONAL ACTIVITIES AND PREPARE
ACTIVITY REPORTS***

STUDENT NAME:

SKILL SHEET # 2

Scenario:

You and your colleague have completed a presentation to a class of preschoolers. The topic of the presentation was using 9-1-1 in an emergency. There were 14 children in the class, ages 4 to 5. They were very engaged and enjoyed the presentation. The teacher was Judy Jones. She was very cooperative and wants you to return in the future. At the end of the presentation, you conducted an evaluation using a telephone and emergency cards. Twelve of the children were able to call 9-1-1 and give the correct information. The other two children seemed to be scared and unsure of what to do when they called. One of the children began crying and refused to continue. Judy had alerted you to the fact that this child was very shy and reserved and might present a problem. The presentation was held at the South Bridge Public School located at 57 Bridge Street, South Bridge, Ontario on April 15, 2013 at 1000 hours. In addition to the 9-1-1 exercise, you had the children watch Dora's Emergency DVD and gave each of them a 9-1-1 colouring sheet to take home.



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FIRE AND LIFE SAFETY EDUCATOR I
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PRACTICAL SKILLS

ADMINISTRATION - NFPA 1035-2015, 4.2.1, 4.2.2

DOCUMENT FIRE AND LIFE SAFETY EDUCATIONAL ACTIVITIES AND PREPARE
ACTIVITY REPORTS

STUDENT NAME:

SKILL SHEET # 2

Request for Public Education Activity Form

Date of Request:

Type of Activity:

Date/Time of Activity:

Location:

Number of people anticipated:

Adults:

Children:

Ages:

Name/position of requestor:

Phone/email of requestor:

Special Instructions:

Request received by:



ADMINISTRATION - NFPA 1035-2015, 4.2.1, 4.2.2

DOCUMENT FIRE AND LIFE SAFETY EDUCATIONAL ACTIVITIES AND PREPARE
ACTIVITY REPORTS

STUDENT NAME:

SKILL SHEET # 2

Fire and Life Educator Activity Form

Date of Activity: _____ Time: _____

Type of Activity: _____

Location: _____

Number of people anticipated: _____ Adults: _____ Children: _____

Key Educational Messages: _____

Videos/DVDs: _____

Other Activities: _____

Equipment Used: _____

Vehicle Used: _____

	Names of Personnel Involved	Hours Spent
1.		
2.		

Form Completed by: _____ Date: _____



MAINTAIN A WORK SCHEDULE

Successful completion of the practical skills in this section is necessary to fulfill the requirements of the following sections of NFPA 1035-2015:

Fire and Life Safety Educator I Standard

4.2.3 Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.



ADMINISTRATION - NFPA 1035-2015, 4.2.3

Maintain a Work Schedule

STUDENT NAME:

SKILL SHEET # 3

Skill Objective: The purpose of this activity is to apply the scheduling process to routine fire and life safety program activities. Carefully review the educational activities provided. Using the scheduling worksheet, schedule the activities so that all requests are accommodated, without conflict, as follows:

- The schedule must not exceed 8 hours per day, 40 hours per week.
- Allotted time for each activity must include travel, set-up and tear-down.
- Any resources required for each presentation are noted.

You have 20 minutes to complete this activity. If you have any questions during the activity, ask the instructor.

<u>Items to be checked</u>	<i>Pass/Fail</i>
<i>If the candidate:</i>	
1. Activities are scheduled weekdays between 7:00 am and 7:00 pm	
2. Schedule does not exceed 8 hours per day, 40 hours per week	
3. Activities are scheduled in allotted time	
4. Required resources are recorded	
5. Allotted time includes travel, set-up and tear-down	
6. There are no scheduling conflicts	
7. All activities are scheduled	

Candidate MUST successfully master each step listed to pass this skill.

Candidate's Grade:

Pass

Fail

Evaluator's Signature: _____

Date: _____



ADMINISTRATION - NFPA 1035-2015, 4.2.3

Maintain a Work Schedule

STUDENT NAME:

SKILL SHEET # 3

Activities:

Parkview Public School has requested two fire truck demonstrations for grade 3 classes. They are available Thursday or Friday from 1:00 to 4:00 p.m. The school is 20 minutes from the fire station. Each presentation takes half an hour.

Edgewood Industries would like fire extinguisher training for 2 different shifts of employees. The shifts are 7:00 to 11:00 a.m. and 2:00 to 6:00 p.m., Monday, Tuesday or Wednesday. Edgewood is 15 minutes from the fire station. They have requested that both training sessions be conducted on the same day. Each presentation will last one hour.

The fire chief has asked you to conduct a 2-hour presentation on current fire and life safety education programs to municipal managers. The presentation will take place at the fire station on Monday between 2:00 and 4:00 p.m.

Markstone Secondary School is having a safety night on Tuesday from 4:30 to 6:30 p.m. They have invited the fire department to have a booth with safety information. The school is 10 minutes from the station.

Sunny Days Seniors' Centre has requested a one-hour presentation on home fire safety on Thursday or Friday, between 1:00 and 5:00 p.m. The center is 30 minutes from the fire station.

St. Augustus elementary school would like presentation on smoke alarms and home escape planning for four different classes. Each presentation will last 30 minutes. The school is 10 minutes from the fire station. The times available are 10:00 a.m. to 12:00 noon and 1:00 to 3:00 p.m. on each week day.



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

FIRE AND LIFE SAFETY EDUCATOR I
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PRACTICAL SKILLS

ADMINISTRATION - NFPA 1035-2015, 4.2.3

Maintain a Work Schedule

STUDENT NAME:

SKILL SHEET # 3

Scheduling Worksheet

Date/Time	Mon Nov 18	Tue Nov 19	Wed Nov 20	Thu Nov 21	Fri Nov 22	Sat Nov 23	Sun Nov 24
7:00 am							
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 noon							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

FIRE AND LIFE SAFETY EDUCATOR I
(NFPA 1035-2015)

PRACTICAL SKILLS

IDENTIFY COMMUNITY RESOURCES, SERVICES, AND ORGANIZATIONS

Successful completion of the practical skills in this section is necessary to fulfill the requirements of the following sections of NFPA 1035-2015:

Fire and Life Safety Educator I Standard

4.2.4 Identify community resources, services and organizations, given a current list of resources, organizations and identified need(s), so that the public is referred to the applicable resource(s).



ADMINISTRATION - NFPA 1035-2015, 4.2.4

IDENTIFY COMMUNITY RESOURCES, SERVICES, AND ORGANIZATIONS

STUDENT NAME:

SKILL SHEET # 4

Skill Objective: Working in groups, identify the agencies, services, organizations and other resources that may be included in a community referral list. Include the primary service that each provides. Be prepared to share your findings with the class.

You have 15 minutes to complete this activity. If you have any questions during the activity, ask the instructor.

<u>Items to be checked</u>	<i>Pass/Fail</i>
<i>If the candidate:</i>	
1. List covers a wide variety of community agencies, organizations and resources.	
2. Service provided is included accurately for each agency, organization and resource.	

Candidate MUST successfully master each step listed to pass this skill.

Candidate's Grade:

Pass

Fail

Evaluator's Signature: _____

Date: _____



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

*FIRE AND LIFE SAFETY EDUCATOR I
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PRACTICAL SKILLS

ADMINISTRATION - NFPA 1035-2015, 4.2.4

IDENTIFY COMMUNITY RESOURCES, SERVICES, AND ORGANIZATIONS

STUDENT NAME:

SKILL SHEET # 4

Organization	Service Provided



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

FIRE AND LIFE SAFETY EDUCATOR I
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PRACTICAL SKILLS

IDENTIFY PARTNERS TO ADDRESS CURRENT FIRE AND LIFE SAFETY ISSUES

Successful completion of the practical skills in this section is necessary to fulfill the requirements of the following sections of NFPA 1035-2015:

Fire and Life Safety Educator I Standard

4.3.1 Identify partners to address current fire and life safety issues, given current fire and life safety issues, community resources, services, and organizations, so that information and resources are shared.



PLANNING AND DEVELOPMENT - NFPA 1035-2015, 4.3.1

IDENTIFY PARTNERS TO ADDRESS CURRENT FIRE AND LIFE SAFETY ISSUES

STUDENT NAME:

SKILL SHEET # 5

Skill Objective: Using the list of community agencies, organizations and resources provided, select three that could be potential partners for a home fire safety assessment program for seniors. List the contributions each could make to the program, as well as any potential problems that may arise. Be prepared to present your findings to the class.

You have 20 minutes to complete this activity. If you have any questions during the activity, ask the instructor.

<u>Items to be checked</u>	<i>Pass/Fail</i>
<i>If the candidate:</i>	
1. 1 st community agency, organization or resource listed; contributions included; potential problems noted	
2. 2 nd community agency, organization or resource listed; contributions included; potential problems noted	
3. 3 rd community agency, organization or resource listed; contributions included; potential problems noted	

Candidate MUST successfully master each step listed to pass this skill.

Candidate's Grade:

Pass

Fail

Evaluator's Signature: _____

Date: _____



PLANNING AND DEVELOPMENT - NFPA 1035-2015, 4.3.1

IDENTIFY PARTNERS TO ADDRESS CURRENT FIRE AND LIFE SAFETY ISSUES

STUDENT NAME:

SKILL SHEET # 5

List of Community Agencies, Organizations and Resources

Organization	Services Provided
Red Cross	First aid training Emergency assistance and resources
Service Clubs (Lions; Rotary, etc)	Volunteers for events Funding for projects Tents and equipment for events
Police Services	Car seat clinics Crime prevention education Diversion programs
Meals on Wheels	Visits to homebound clients
Seniors' Centre	Support services for seniors Weekly seniors' activities and presentations
Home Depot, Lowes, etc.	Smoke alarms and carbon monoxide alarms In-store booths and parking lot space
Churches	Public bulletin boards Child and adult programs
Boards of Education	Access to classrooms School programming information
Home Support Agencies	Visits to homebound clients
Community Care Access Centres	Information about home and community support services
Public Library	Public bulletin boards Children's activities Reading groups
Hearing Society	Services for the deaf and hard of hearing Products and assistive devices for the deaf and hard of hearing
Canadian National Institute for the Blind	Services for people with vision loss Products and assistive devices for people with vision loss



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

*FIRE AND LIFE SAFETY EDUCATOR I
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PRACTICAL SKILLS

PLANNING AND DEVELOPMENT - NFPA 1035-2015, 4.3.1

IDENTIFY PARTNERS TO ADDRESS CURRENT FIRE AND LIFE SAFETY ISSUES

STUDENT NAME:

SKILL SHEET # 5

Community Safety Issue: Home Fire Safety Assessment Program for Seniors

Community Partner	Contributions	Potential Problems



SELECT INSTRUCTIONAL MATERIALS

Successful completion of the practical skills in this section is necessary to fulfill the requirements of the following sections of NFPA 1035-2015:

Fire and Life Safety Educator I Standard

4.4.1 Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives and are congruent with nationally standardized campaign themes and messages reflecting current best practices..



EDUCATION AND IMPLEMENTATION NFPA 1035-2015, 4.4.1

SELECT INSTRUCTIONAL MATERIALS

STUDENT NAME:

SKILL SHEET # 6

Skill Objective: Working in groups, review and discuss your assigned scenario. On the attached worksheet, identify:

- the learning characteristics of the target audience
- the instructional methods/techniques you will use
- the tools, props and resources you will use

You have 30 minutes to complete this activity. If you have any questions during the activity, ask the instructor.

<u>Items to be checked</u>	<i>Pass/Fail</i>
<i>If the candidate:</i>	
1. Identified the learning characteristics of the target audience	
2. Identified appropriate instructional techniques/methods	
3. Identified tools, props, resources	

Candidate MUST successfully master each step listed to pass this skill.

Candidate's Grade:

Pass

Fail

Evaluator's Signature: _____

Date: _____



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

*FIRE AND LIFE SAFETY EDUCATOR I
(NFPA 1035-2015)*

PRACTICAL SKILLS

EDUCATION AND IMPLEMENTATION NFPA 1035-2015, 4.4.1

SELECT INSTRUCTIONAL MATERIALS

STUDENT NAME:

SKILL SHEET # 6

Scenario 1:

A kitchen fire safety presentation to a class of high school students.

Scenario 2:

A presentation to a class of pre-schoolers, age 4 and 5. Fire safety topic of your choice.

Scenario 3:

A holiday fire safety presentation to a group of adults.

Scenario 4:

A presentation to a group of seniors on general home fire safety.



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

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PRACTICAL SKILLS

EDUCATION AND IMPLEMENTATION NFPA 1035-2015, 4.4.1

SELECT INSTRUCTIONAL MATERIALS

STUDENT NAME:

SKILL SHEET # 6

Worksheet

Learning Characteristics of Target Audience

Instructional Techniques/Methods

Tools, Props and Resources



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

FIRE AND LIFE SAFETY EDUCATOR I
(NFPA 1035-2015)

PRACTICAL SKILLS

PRACTICE SAFETY DURING FIRE AND LIFE SAFETY EDUCATION ACTIVITIES

Successful completion of the practical skills in this section is necessary to fulfill the requirements of the following sections of NFPA 1035-2015:

Fire and Life Safety Educator I Standard

4.4.2 Practice safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that fire and life safety activities are conducted without injury to educator or participants.



EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.4.2

PRACTICE SAFETY DURING FIRE AND LIFE SAFETY EDUCATION ACTIVITIES

STUDENT NAME:

SKILL SHEET # 7

Skill Objective: The purpose of this activity is to identify the safety factors associated with conducting a safe educational activity. Working individually, please review the following scenarios and identify the relevant safety concerns and how you would address them. You have 30 minutes to complete this task. Be prepared to discuss your findings with the class.

Scenario One:

A presentation about bike safety to a group of children at the local shopping center.

Scenario Two:

A presentation about basic first aid and CPR to senior adults.

Scenario Three:

A presentation about staying away from things which are hot to a group of preschoolers.

Scenario Four:

A presentation about fire extinguishers to a local retail store's employees. The presentation should include hands-on training.

Scenario Five:

A presentation about general home safety to a group of parents at the local elementary school.

<u>Items to be checked</u>	<i>Pass/Fail</i>
<i>If the candidate:</i>	
1. Identified safety concerns	
2. Identified how they would be addressed	

Candidate MUST successfully master each step listed to pass this skill.

Candidate's Grade:

Pass

Fail

Evaluator's Signature: _____

Date: _____



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

FIRE AND LIFE SAFETY EDUCATOR I
(NFPA 1035-2015)

PRACTICAL SKILLS

NOTIFY THE PUBLIC CONCERNING A SCHEDULED EVENT

Successful completion of the practical skills in this section is necessary to fulfill the requirements of the following sections of NFPA 1035-2015:

Fire and Life Safety Educator I Standard

4.4.5 Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed.



EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.4.5

NOTIFY THE PUBLIC CONCERNING A SCHEDULED EVENT

STUDENT NAME:

SKILL SHEET # 8

Skill Objective: Using the sample provided as a guide, prepare a news release about the fire department activity described below. Use your imagination to fill in any details not included in the scenario.

Scenarios on next page

<u>Items to be checked</u>	<i>Pass/Fail</i>
<i>If the candidate:</i>	
1. Include headline	
2. Include 5Ws (who, what, when, where, why)	
3. Important information	
4. Include supporting quote from fire chief	
5. Include background information	
6. Include contact information for media	
7. Listed media outlets to which the news release will be sent	

Candidate MUST successfully master each step listed to pass this skill.

Candidate's Grade:

Pass

Fail

Evaluator's Signature: _____

Date: _____



ONTARIO OFFICE OF THE FIRE MARSHAL AND EMERGENCY MANAGEMENT

*FIRE AND LIFE SAFETY EDUCATOR I
(NFPA 1035-2015)*

PRACTICAL SKILLS

EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.4.5

NOTIFY THE PUBLIC CONCERNING A SCHEDULED EVENT

STUDENT NAME:

SKILL SHEET # 8

Scenarios:

Your news release should include:

- Headline
- The 5Ws
- Important Information
- Supporting quote from the Fire Chief
- Background information
- Contact information for the media

On the back of the news release:

- List the media outlets to which you plan to send the release.

You have 30 minutes to complete the task. If you have any questions, please ask the instructor.

Fire Department Activity:

The Valleyview Fire Department will be hosting an Open House for all members of the community at fire department headquarters, 120 Front Street, Valleyview, ON. The event will be held on October 5, 2013, from 1:00 to 5:00 p.m. There will be information booths, demonstrations, fire safety trailer tours, etc. You are coordinating the event.



EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.4.5
NOTIFY THE PUBLIC CONCERNING A SCHEDULED EVENT

STUDENT NAME:

SKILL SHEET # 8

Headline	
Opening paragraph (Who, What, When, Where, Why)	
Important Information	
Quote from Fire Chief	
Background Information	
Contact info for media	



EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.4.5

NOTIFY THE PUBLIC CONCERNING A SCHEDULED EVENT

STUDENT NAME:

SKILL SHEET # 8

SAMPLE NEWS RELEASE

(Use organization's letterhead)

For
(Date)

Key Components

Headline

OPEN AIR BURNING MAY REQUIRE FIRE PERMIT

Opening paragraph
(Who, What When,
Where,
Why)

TORONTO (April 28, 2017) – The Office of the Fire Marshal and Emergency Management is advising Ontario residents to check with their local fire department, municipal office or the Ministry of Natural Resources and Forestry for any restrictions governing open air burning, before starting campfires or burning brush this summer.

Important Information

Open air burning can include the use of outdoor fireplaces and cooking fires not involving the use of a barbeque. Some municipalities prohibit the use of various types of outdoor fireplaces, such as chimineas, because there is potential for personal injury, property damage and increased risk of a grass fire.

Quote from reliable,
named source

“It’s the time of year where people are opening up their cottages and cleaning up the grass or brush,” explained Ross Nichols, Fire Marshal of Ontario. “In many municipalities, a permit may be required with specific conditions for burning. Open air burning, especially if left unattended, can become difficult to control and can result in a serious widespread fire.”

Interesting statistics and
facts, background
information

Open air burning is regulated by the Fire Code and is not permitted unless **approved** by the local **Chief Fire Official**. Local fire departments have the right to extinguish any open air burning that has not been approved and that does not meet required burning conditions.

End

Contact information for
media

For information contact: Bill Edwards, Mapleview Fire Department
555-555-5555
bill.edwards@mapleview.ca



DISSEMINATE EDUCATIONAL INFORMATION

Successful completion of the practical skills in this section is necessary to fulfill the requirements of the following sections of NFPA 1035-2015:

Fire and Life Safety Educator I Standard

4.4.6 Disseminate educational information, given information and/or materials, a specified audience, and time frame, so that the information reaches the audience within the specified time.

4.4.7 Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information, organizational policies, and methods and time frame for releasing that information, so the information is on time and accurate.



EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.4.6, 4.4.7
DISSEMINATE EDUCATIONAL INFORMATION

STUDENT NAME:

SKILL SHEET # 9

Skill Objective: Review the scenario below. On the attached worksheet, identify 3 methods of disseminating this information to the public which will include social media, and the legal considerations of each method.

You have 20 minutes to complete this task. If you have any questions during the activity, ask the instructor.

<u>Items to be checked</u>	<i>Pass/Fail</i>
<i>If the candidate:</i>	
1. 1 st method of disseminating information and legal considerations included.	
2. 2 nd method of disseminating information and legal considerations included.	
3. 3 rd method of disseminating information and legal considerations included.	
4. Described applicable electronic forms of communication, including social media, to convey important fire safety information.	

Candidate MUST successfully master each step listed to pass this skill.

Candidate's Grade:

Pass

Fail

Evaluator's Signature: _____

Date: _____



EDUCATION AND IMPLEMENTATION - NFPA 1035-2015, 4.4.6, 4.4.7
DISSEMINATE EDUCATIONAL INFORMATION

STUDENT NAME:

SKILL SHEET # 9

Scenario:

The fire department will be conducting a door-to-door smoke alarm check over the summer months. Fire department personnel will provide loaner smoke alarms to homeowners/tenants that need them.

	Method of Disseminating Information	Legal Considerations
1.		
2.		
3.		

List and describe applicable electronic forms of communication, including social media, to convey important information regarding smoke alarms and CO detectors:



EVALUATION INSTRUMENT

Successful completion of the practical skills in this section is necessary to fulfill the requirements of the following sections of NFPA 1035-2015:

Fire and Life Safety Educator I Standard

4.5.1 Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are measured.

4.5.2 Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known.



EVALUATION - NFPA 1035-2015, 4.5.1, 4.5.2

ADMINISTER AND SCORE AN EVALUATION INSTRUMENT

STUDENT NAME:

SKILL SHEET # 10

Skill Objective: The purpose of this activity is to administer and score the results of a sample evaluation process. Working individually, carefully review your assigned scenario and answer the questions. You will have 30 minutes to complete this task.

If you have any questions about this activity, ask the instructor.
Calculator required.

<u>Items to be checked</u>	<i>Pass/Fail</i>
<i>If the candidate:</i>	
1. Correctly identified pre-class average score	
2. Correctly identified post-class average score	
3. Correctly identified educational gain	
4. Identified conclusions based on pre and post-test results	

Candidate MUST successfully master each step listed to pass this skill.

Candidate's Grade:

Pass

Fail

Evaluator's Signature: _____

Date: _____



EVALUATION - NFPA 1035-2015, 4.5.1, 4.5.2

ADMINISTER AND SCORE AN EVALUATION INSTRUMENT

STUDENT NAME:

SKILL SHEET # 10

Scenario 1:

Greg Miller has just completed a presentation on cooking fire safety to a group of grade 10 students at the local high school. This is the first presentation on cooking fire safety at the school. One week prior to the class, the teacher administered the pre-test. Two weeks after the presentation, a post-test was administered. The results are listed below.

Student	Pre-test Score	Post-test Score
1	75	90
2	75	95
3	60	95
4	65	90
5	90	95
6	90	95
7	65	60
8	70	95
9	70	95
10	85	95
11	80	85

Questions:

1. What was the average score of the pre-test? _____
2. What was the average score of the post-test? _____
3. What was the educational gain? _____
4. What conclusions can be drawn from these results?



EVALUATION - NFPA 1035-2015, 4.5.1, 4.5.2

ADMINISTER AND SCORE AN EVALUATION INSTRUMENT

STUDENT NAME:

SKILL SHEET # 10

Scenario 2:

Rebecca Chan recently conducted a presentation to a preschool class on stop, drop, and roll. Rebecca used a skills test with problem situations to determine if the children would respond appropriately. Prior to giving the presentation, Rebecca did a skills test with problem situations to determine if the children would respond appropriately. She repeated the skills test 3 week after the presentation. The results are listed below.

Student	Pre-test Result*	Post-test Result*
1	N	Y
2	Y	Y
3	N	Y
4	N	N
5	N	Y
6	N	Y
7	Y	N
8	Y	Y
9	N	Y
10	N	Y
11	N	Y

* Y = student performed the behaviour correctly N = student performed the behaviour incorrectly

Questions:

1. What percentage of students performed the behaviour correctly in the pre-test? _____
2. What percentage of students performed the behaviour correctly in the post-test? _____
3. What was the educational gain? _____
4. What conclusions can be drawn about the presentation based on these results? _____



EVALUATION - NFPA 1035-2015, 4.5.1, 4.5.2

INTERPRET THE RESULTS OF AN EVALUATION INSTRUMENT

STUDENT NAME:

SKILL SHEET # 11

Skill Objective: The purpose of this activity is to interpret the results of a sample evaluation process. Working individually, carefully review your assigned scenario and answer the questions. You will have 30 minutes to complete this task.

If you have any questions about this activity, ask the instructor.
Calculator required.

<u>Items to be checked</u>	<i>Pass/Fail</i>
<i>If the candidate:</i>	
1. Correctly identified percentage of the audience that had smoke alarms before the presentation.	
2. Correctly identified percentage of the audience that tested their smoke alarms following the presentation.	
3. Correctly identified percentage of the audience that replaced the batteries following the presentation.	
4. Identified conclusions based on pre- and post-test results	

Candidate MUST successfully master each step listed to pass this skill.

Candidate's Grade:

Pass

Fail

Evaluator's Signature: _____

Date: _____



EVALUATION - NFPA 1035-2015, 4.5.1, 4.5.2

INTERPRET THE RESULTS OF AN EVALUATION INSTRUMENT

STUDENT NAME:

SKILL SHEET # 11

Scenario 3:

Pierre Parizeau gave a presentation on the installation and maintenance of smoke alarms to a group of 40 adults at the local Rotary Club. Two weeks after the presentation a survey was sent to each participant. The survey was completed by all forty members. The results are shown below.

Survey:

	Survey Question	Yes	No
1.	Did you have smoke alarms before the presentation?	18	22
2.	If you answered NO to Question 1, did you install smoke alarms after the presentation?	21	1
3.	Did you test your smoke alarms after the presentation?	39	1
4.	If you answered YES to Question 1, did you replace the battery in your smoke alarms after the presentation?	4	14

Questions:

1. What percentage of the audience had smoke alarms before the presentation? _____
2. What percentage of the audience tested their smoke alarms following the presentation? _____
3. What percentage of the audience that had a smoke alarm before the presentation replaced the batteries following the presentation? _____
4. What conclusions can be made about the presentation based on this information?

