



Standardized Curriculum Form Ontario, Canada

Office of the Fire Marshal and Emergency Management

**Curriculum based on
NFPA 1035, Chapter 5, 2015 Edition**

FIRE AND LIFE SAFETY EDUCATOR II

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

Notice

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Components of the OFMEM Academic Standards and Evaluation Standardized Curriculum Form

The OFMEM Academic Standards and Evaluation Standardized Curriculum Forms in Ontario, Canada, are based on internationally-recognized, competency-based, Professional Qualification Standards through the National Fire Protection Association (NFPA). Columns within this form from pages 5 and onward are composed of:

NFPA Objective

National Fire Protection Association Objectives are major competencies and Job Performance Requirements (JPR) within a Professional Qualifications Standard that learners must acquire before successful completion of testing and certification. To attain these competencies, the OFMEM is offering flexible training delivery models centered on being accessible, attainable, and affordable.

Requisite Knowledge

As defined in published NFPA Professional Qualifications Standards, Requisite Knowledge is “Fundamental knowledge one must have in order to perform a specific task”. This can be acquired by referring to the various suggested readings described below. Information used to construct multiple choice test questions in the Provincial Certification Exam for FIRE AND LIFE SAFETY EDUCATOR II are derived from these materials.

Requisite Skills

As defined in published NFPA Professional Qualifications Standards, Requisite Skills are “The essential skills one must have in order to perform a specific task”. This can be acquired by referring to the various suggested readings described below along with the latest version of the OFMEM Academic Standards and Evaluation Skill Sheets Booklet for FIRE AND LIFE SAFETY EDUCATOR II. This booklet is used by Provincial Examiners to evaluate Requisite Skill requirements for those seeking certification to NFPA 1035, Chapter 5, 2015 Edition.

Suggested Readings

A total of 50 multiple choice questions in the Provincial Certification Exam for FIRE AND LIFE SAFETY EDUCATOR II (NFPA 1035-2015) will appear on the test, and are derived from the following suggested readings:

Publisher/Title/Edition	Keyword Reference
1. NFPA 1035, <i>Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications</i> , 2015 Edition <ul style="list-style-type: none">Refer to Chapter 5 regarding Fire and Life Safety Educator II (pages 10 - 11)	NFPA 1035, 2015 Ed.
2. IFSTA, <i>Fire and Life Safety Educator</i> , 3rd Edition <ul style="list-style-type: none">Refer to Fire and Life Safety Educator II material in Chapters 7 to 11 (pages 181 - 303)	IFSTA FLSE, 3rd Ed.
OR	
3. Jones and Bartlett, <i>Fire and Life Safety Educator, Principles and Practice</i> , 2nd Edition <ul style="list-style-type: none">Refer to Fire and Life Safety Educator II material in Chapters 12 to 16 (pages 233 - 289)	J&B FLSE, 2nd Ed.

Knowledge Test Weighting (Out of 100%)

This column references percentage of multiple choice questions that will appear on the Provincial Certification Exam for knowledge-based testing for FIRE AND LIFE SAFETY EDUCATOR II.

Questions are validated by a Provincial Advisory Committee (PAC), and used for knowledge-based testing for those seeking certification to NFPA 1035, Chapter 5, 2015 Edition through OFMEM Academic Standards and Evaluation. A mark of 70% or better is required to receive a "Pass" on the knowledge test.

Skill Sheet

This column references skill objectives that will be evaluated by OFMEM Academic Standards and Evaluation, to test Requisite Skill requirements of FIRE AND LIFE SAFETY EDUCATOR II for those seeking certification to NFPA 1035, Chapter 5, 2015 Edition.

**OFMEM Academic Standards and Evaluation
Provincial Advisory Committee for FIRE AND LIFE SAFETY
EDUCATOR II**

NFPA 1035, Chapter 5, 2015 Edition

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Course: Fire and Life Safety Educator II

Standard: NFPA 1035, Chapter 5, 2015 Edition

5.1 General Requirements

The Fire and Life Safety Educator II shall meet the JPRs defined in Sections 5.1 through 5.5

NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weightings	Skill Sheet
5.1.1 General Requisite Knowledge	<ul style="list-style-type: none"> • Planning process • Local political process • Leadership • Applied learning theory • Statistical analysis methods • Resource identification and acquisition • Networking, partnership, and coalition strategies • Evaluation techniques • Budget preparation and management • Needs assessment 	N/A	<p>IFSTA FLSE, 3rd Ed. Chapter 7</p> <p>J&B FLSE, 2nd Ed. Chapters 12 to 16</p>	5% of questions	N/A



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NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weightings	Skill Sheet
5.1.2 General Requisite Skills	N/A	<ul style="list-style-type: none">Analyze community riskDesign and manage programsIntegrate prevention interventions to address community riskCreate and lead a community risk reduction programWork in collaboration with internal and external organizational members	IFSTA FLSE, 3rd Ed. Chapter 7 J&B FLSE, 2nd Ed. Chapters 12 to 16	N/A	Skill Sheets #5, #9



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5.2 Administration

NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weightings	Skill Sheet
<p>5.2.1*</p> <p>Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections.</p>	<ul style="list-style-type: none"> • Budgetary process • Governmental accounting procedures • Federal, state/provincial, and local laws • Organizational bidding process • Organization purchase requests 	<ul style="list-style-type: none"> • Estimate project costs • Complete budget forms • Requisition/purchase orders • Collect, organize, and format budgetary information • Complete program budget proposal • Complete purchase requests 	<p>IFSTA FLSE, 3rd Ed. Chapter 8</p> <p>J&B FLSE, 2nd Ed. Chapter 12</p>	<p>8% of questions</p>	<p>Skill Sheet #1</p>
<p>5.2.2</p> <p>Project program budget income/expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines.</p>	<ul style="list-style-type: none"> • Resource availability and cost • Budget preparation • Management 	<ul style="list-style-type: none"> • Retrieve and organize past budget information • Project income/expenditures • Prepare a budget 	<p>IFSTA FLSE, 3rd Ed. Chapter 8</p> <p>J&B FLSE, 2nd Ed. Chapter 12</p>	<p>5% of questions</p>	<p>Skill Sheet #2</p>
<p>5.2.3</p> <p>Develop a public policy recommendation for management, given a fire or injury issue and policy development guidelines.</p>	<ul style="list-style-type: none"> • Public policy process • Local fire and injury issues 	<ul style="list-style-type: none"> • Format policy • Project possible outcome 	<p>IFSTA FLSE, 3rd Ed. Chapter 8</p> <p>J&B FLSE, 2nd Ed. Chapter 12</p>	<p>4% of questions</p>	<p>Skill Sheet #3</p>



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NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weightings	Skill Sheet
<p>5.2.4 Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms.</p>	<ul style="list-style-type: none"> Local, state/provincial, and federal employment regulations Personnel evaluation techniques 	<ul style="list-style-type: none"> Complete specific evaluation forms Document subordinate performance 	<p>IFSTA FLSE, 3rd Ed. Chapter 8</p> <p>J&B FLSE, 2nd Ed. Chapters 12, 16</p>	<p>9% of questions</p>	<p>Skill Sheet #4</p>



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5.3 Planning and Development

NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weightings	Skill Sheet
<p>5.3.1* Establish fire and life safety education priorities within a program, given relevant local loss and injury data.</p>	<ul style="list-style-type: none"> Content of reports and data Understanding of community risk assessment process Prevention interventions 	<ul style="list-style-type: none"> Collect, analyze, and interpret data Establish and address priority risk issues 	<p>IFSTA FLSE, 3rd Ed. Chapter 9</p> <p>J&B FLSE, 2nd Ed. Chapters 13, 14</p>	<p>9% of questions</p>	<p>Skill Sheet #5</p>
<p>5.3.2 Facilitate a fire and life safety collaborative partnership within the organization and with external partners, given information about the organizations in the partnership, the goals of the partnership, and organizational guidelines.</p>	<ul style="list-style-type: none"> Planning and political process Group management and dynamics Meeting times and locations of existing coalitions Accessible facilities and reasonable accommodations Group process 	<ul style="list-style-type: none"> Identify resources Negotiate, resolve conflict, interact in a group Communicate objectives Recognize opportunity for shared effort Facilitate small-group process 	<p>IFSTA FLSE, 3rd Ed. Chapter 9</p> <p>J&B FLSE, 2nd Ed. Chapter 14</p>	<p>9% of questions</p>	<p>Skill Sheet #6</p>
<p>5.3.3 Prepare a request for resources from an external organization, given department/agency policies on requesting resources and a description of the resources needed.</p>	<ul style="list-style-type: none"> Legal issues Department or agency policies for requesting resources 	<ul style="list-style-type: none"> Write proposals 	<p>IFSTA FLSE, 3rd Ed. Chapter 9</p> <p>J&B FLSE, 2nd Ed. Chapter 14</p>	<p>4% of questions</p>	<p>Skill Sheet #7</p>



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5.4 Education

NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weightings	Skill Sheet
<p>5.4.1 Develop informational material, given an identified fire or life safety objective and characteristics of the target audience.</p>	<ul style="list-style-type: none"> • Data resources • Information systems, including accessible formats and materials • Learning theories • Community risk reduction and prevention strategies • Understanding of high-risk and special needs populations 	<ul style="list-style-type: none"> • Assemble information in specific format • Generate written communication relevant to the needs of target population • Locate resources to assist with specific challenges such as special needs populations and language issues 	<p style="text-align: center;">IFSTA FLSE, 3rd Ed. Chapter 10</p> <p style="text-align: center;">J&B FLSE, 2nd Ed. Chapter 15</p>	<p>9% of questions</p>	<p>Skill Sheet #8</p>
<p>5.4.2 Develop a lesson plan, given learning objectives and a specified audience(s).</p>	<ul style="list-style-type: none"> • Lesson plan format • Needs assessment • Instructional methods and techniques 	<ul style="list-style-type: none"> • Design lesson plan • Adapt lesson plan based on audience need 	<p style="text-align: center;">IFSTA FLSE, 3rd Ed. Chapter 10</p> <p style="text-align: center;">J&B FLSE, 2nd Ed. Chapter 15</p>	<p>7% of questions</p>	<p>Skill Sheet #8</p>
<p>5.4.3 Develop educational materials, given a lesson plan and a specified audience.</p>	<ul style="list-style-type: none"> • Types of educational materials • Instructional development • Graphics 	<ul style="list-style-type: none"> • Design educational materials 	<p style="text-align: center;">IFSTA FLSE, 3rd Ed. Chapter 10</p> <p style="text-align: center;">J&B FLSE, 2nd Ed. Chapter 15</p>	<p>9% of questions</p>	<p>Skill Sheet #8</p>



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NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weightings	Skill Sheet
<p>5.4.4 Design a fire and life safety education program, given a comprehensive educational strategy, a target audience, and its characteristics.</p>	<ul style="list-style-type: none"> Needs assessment Evaluation instruments Educational methodology 	<ul style="list-style-type: none"> Compile, organize, and evaluate educational program elements 	<p>IFSTA FLSE, 3rd Ed. Chapter 10</p> <p>J&B FLSE, 2nd Ed. Chapter 15</p>	<p>5% of questions</p>	<p>Skill Sheet #9</p>
<p>5.4.5 Revise an educational program, given results of an evaluation process and program objectives.</p>	<ul style="list-style-type: none"> Educational methodology 	<ul style="list-style-type: none"> Write specific objectives and lesson plans Analyze data 	<p>IFSTA FLSE, 3rd Ed. Chapter 10</p> <p>J&B FLSE, 2nd Ed. Chapter 15</p>	<p>2% of questions</p>	<p>Skill Sheet #9</p>



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5.5 Evaluation

NFPA Objective	Requisite Knowledge	Requisite Skills	Suggested Readings	Knowledge Test Weightings	Skill Sheet
5.5.1 Develop an evaluation strategy, given educational program goals and objectives and evaluation instrument(s).	<ul style="list-style-type: none"> Evaluation methods 	<ul style="list-style-type: none"> Collect data Analyze data Implement evaluation strategy 	IFSTA FLSE, 3rd Ed. Chapter 11 J&B FLSE, 2nd Ed. Chapter 16	2% of questions	Skill Sheet #9
5.5.2 Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy.	<ul style="list-style-type: none"> Testing methods 	<ul style="list-style-type: none"> Measure program outcome Validate testing instrument 	IFSTA FLSE, 3rd Ed. Chapter 11 J&B FLSE, 2nd Ed. Chapter 16	4% of questions	Skill Sheet #9
5.5.3 Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s).	<ul style="list-style-type: none"> Statistical analysis methods and resources Evaluation techniques 	<ul style="list-style-type: none"> Implement evaluation methods 	IFSTA FLSE, 3rd Ed. Chapter 11 J&B FLSE, 2nd Ed. Chapter 16	9% of questions	Skill Sheet #9