

Presenting Effective Public Education Programs

PEPEP-Student Manual

2nd Edition, 7th Printing-May 2015



FEMA

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***Presenting Effective Public
Education Programs***



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U.S. DEPARTMENT OF HOMELAND SECURITY

PREPAREDNESS DIRECTORATE

UNITED STATES FIRE ADMINISTRATION

NATIONAL FIRE ACADEMY

FOREWORD

The U.S. Fire Administration (USFA), an important component of the Department of Homeland Security (DHS) Preparedness Directorate, serves the leadership of this Nation as the DHS's fire protection and emergency response expert. The USFA is located at the National Emergency Training Center (NETC) in Emmitsburg, Maryland, and includes the National Fire Academy (NFA), National Fire Data Center (NFDC), and the National Fire Programs (NFP). The USFA also provides oversight and management of the Noble Training Center in Anniston, Alabama. The mission of the USFA is to save lives and reduce economic losses due to fire and related emergencies through training, research, data collection and analysis, public education, and coordination with other Federal agencies and fire protection and emergency service personnel.

The USFA's National Fire Academy offers a diverse course delivery system, combining resident courses, off-campus deliveries in cooperation with State training organizations, weekend instruction, and online courses. The USFA maintains a blended learning approach to its course selections and course development. Resident courses are delivered at both the Emmitsburg campus and its Noble facility. Off-campus courses are delivered in cooperation with State and local fire training organizations to ensure this Nation's firefighters are prepared for the hazards they face.

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DAILY SCHEDULE

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
AM	Unit 1: Life Safety Education and the Public Educator	Unit 2: Analysis Milestone Activity 2	Unit 4: Educational Principles: Choosing the Best Fire and Life Safety Program	Unit 6: Effective Instruction and Presentation Techniques	Unit 6: (cont'd) Milestone Activity 7	Unit 7: Expanding Understanding of Diversity Unit 8: Show and Tell
PM		Unit 3: Networking	Unit 5: Evaluation			Unit 9: The Village Concept (For On-Campus Delivery Only)
EVENING	Read Units 1, 2, and 3 Milestone Activity 1 Activity 3.1	Read Units 4, 5, and 6 Milestone Activities 3 and 4	Unit 5: (cont'd) Milestone Activity 5	Study for Test Prepare for Presentation Milestone Activity 6		

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FIREFIGHTER CODE OF ETHICS

Background

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

Developed in response to the publication of the Fire Service Reputation Management White Paper, the purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

Ethics comes from the Greek word ethos, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or non-existent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.



FIREFIGHTER CODE OF ETHICS

I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following...

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

Developed by the National Society of Executive Fire Officers

A Student Guide to End-of-course Evaluations

Say What You Mean ...

Ten Things You Can Do to Improve the National Fire Academy

The National Fire Academy takes its course evaluations very seriously. Your comments and suggestions enable us to improve your learning experience.

Unfortunately, we often get end-of-course comments like these that are vague and, therefore, not actionable. We know you are trying to keep your answers short, but the more specific you can be, the better we can respond.



Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	<ul style="list-style-type: none"> The (ABC) fire video is out-of-date because of the dangerous tactics it demonstrates. The available (XYZ) video shows current practices. The student manual references building codes that are 12 years old.
2 "We want an advanced class in (fill in the blank)."	<ul style="list-style-type: none"> We would like a class that enables us to calculate energy transfer rates resulting from exposure fires. We would like a class that provides one-on-one workplace harassment counseling practice exercises.
3 "More activities."	<ul style="list-style-type: none"> An activity where students can physically measure the area of sprinkler coverage would improve understanding of the concept. Not all students were able to fill all ICS positions in the exercises. Add more exercises so all students can participate.
4 "A longer course."	<ul style="list-style-type: none"> The class should be increased by one hour per day to enable all students to participate in exercises. The class should be increased by two days so that all group presentations can be peer evaluated and have written abstracts.
5 "Readable plans."	<ul style="list-style-type: none"> The plans should be enlarged to 11 by 17 and provided with an accurate scale. My plan set was blurry, which caused the dotted lines to be interpreted as solid lines.
6 "Better student guide organization," "manual did not coincide with slides."	<ul style="list-style-type: none"> The slide sequence in Unit 4 did not align with the content in the student manual from slides 4-16 through 4-21. The instructor added slides in Unit 4 that were not in my student manual.
7 "Dry in spots."	<ul style="list-style-type: none"> The instructor/activity should have used student group activities rather than lecture to explain Maslow's Hierarchy. Create a pre-course reading on symbiotic personal relationships rather than trying to lecture on them in class.
8 "More visual aids."	<ul style="list-style-type: none"> The text description of V-patterns did not provide three-dimensional views. More photographs or drawings would help me imagine the pattern. There was a video clip on NBC News (date) that summarized the topic very well.
9 "Re-evaluate pre-course assignments."	<ul style="list-style-type: none"> The pre-course assignments were not discussed or referenced in class. Either connect them to the course content or delete them. The pre-course assignments on ICS could be reduced to a one-page job aid rather than a 25-page reading.
10 "A better understanding of NIMS."	<ul style="list-style-type: none"> The instructor did not explain the connection between NIMS and ICS. The student manual needs an illustrated guide to NIMS.

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UNIT 1: LIFE SAFETY EDUCATION AND THE PUBLIC EDUCATOR

TERMINAL OBJECTIVE

Given an organizational mission statement and knowledge of the organization's fire and life safety education programs, the students will be able to determine if the education programs support the mission statement.

ENABLING OBJECTIVES

The students will:

1. *Given the definition of public fire and life safety education, develop a list of skills, knowledge, and attitudes essential for success as a public educator for fire and life safety programs.*
 2. *After taking part in a discussion on personal growth and development for the professional fire and life safety educator, discuss the following items and describe their relevance to personal growth and development:*
 - a. *Cultural trends.*
 - b. *Changes in the field of fire/injury prevention education.*
 - c. *Career path/Career growth opportunities in the fire department.*
 3. *Given case studies, identify the common elements found in successful fire and life safety public education programs.*
 4. *Given an organizational mission statement, develop a brief statement identifying at least three reasons for conducting a fire or life safety education program.*
-

5. *Given definitions of types of programs, accurately complete the program category checklist.*
6. *Given definitions of public education programs, public information programs, and public affairs activities, accurately complete the program category checklist.*
7. *After taking part in a discussion on the future of public fire and life safety education, participate in the building of a model of "Public Ed of the Future."*

DEFINITION OF "PUBLIC FIRE AND LIFE SAFETY EDUCATION"

Public fire and life safety education is a "front line" component of today's fire and rescue department activities. As public educators, you are responsible for a major aspect of your department's public safety programs.

In order to be effective as a public educator, you must be able to accurately define and have a working knowledge of what the term "public fire and life safety education" means. For the purposes of this course, public fire and life safety education will be defined as programs that are designed to increase the knowledge and to develop or change the attitudes and behavior of men, women, and children towards fire and other life safety concerns. These programs encompass a wide spectrum of activities presented to diverse audiences, such as schoolchildren, older adults, homeowners, preschoolers, disabled individuals, employees, hospital and nursing home staffs, churches, service and civic organizations, and the community as a whole. Designed to change behaviors and to develop a safer attitude in our communities, these programs incorporate a wide spectrum of issues. However, to be effective, fire and life safety education programs must be designed for a specific, targeted need.

Another important aspect of fire and life safety education is the ability of the presenter to convey a well-designed message to his/her targeted audience. Public fire and life safety education programs don't just happen; they have to be made to happen. As an effective professional public fire and life safety educator, you have both the responsibility and the obligation to provide effective programs for your community. Representing your department is not an easy task, but it is the task for which you have been selected. In order to enhance your skills, the National Fire Academy has developed this particular course. Throughout the next several units, you will be developing the skills necessary to assess your community effectively, to select appropriate programs, and to present these public education programs effectively. This is, indeed, one of the most challenging aspects of today's fire and emergency services.

THE PURPOSE OF PUBLIC FIRE AND LIFE SAFETY EDUCATION

The purpose of public fire and life safety education is to invoke change. That change can be behavioral in nature, or as simple as increasing the knowledge or awareness level of the public regarding certain hazards. The purpose of public fire and life safety education is the same as the mission of the fire department: to save lives, to conserve property, and to provide for the continuity of operations. In the following example, the Fire Prevention Division goals and objectives support the fire department mission.

Goal

The goal of the Fire Prevention Division is to direct its resources to provide effective service delivery in the areas of public education, construction, planning strategy,

economic development, fire protection systems installation and use, fire cause investigation, and code enforcement.

Objectives

- Ensure that the Public Education Program reaches all segments of the community concerning the preservation of life and property.
- Ensure that early contact is made with architects, engineers, and contractors on construction projects in order to prevent delay, undue cost and enhance completion of the fire final.
- Provide liaison and consultation to industry located in Colorado Springs in order to clarify code requirements and options.
- Promote increased installation of fire sprinkler, fire alarms, and special hazard systems as the first line of defense from fire propagation.
- Ensure expedient fire cause determination service in order to analyze and effect loss control.
- Provide fire code enforcement services that match the needs of the community.

Public fire and life safety education has, over the years, become an effective mechanism for the fire department to reach out into the community and to effect change. Its ultimate purpose, then, is to provide for a safer community.

COMMUNITY RISK REDUCTION

Before we can examine the role of public fire education, we must first look at the various components of the community risk reduction process. Risk is defined as vulnerability for harm or damage to life, property, or community vitality. Community risk reduction combines prevention and mitigation strategies. Successful risk reduction is a process. It examines prevention from a variety of levels and from varying aspects of interventions.

TYPES OF PREVENTION INTERVENTIONS FOR COMMUNITY RISK REDUCTION: THE FIVE Es

The Five Es of prevention are: Education, Engineering, Enforcement, Economic incentive, and Emergency response. It takes all five working together to effectively prevent deaths, injuries, and property loss as a result of fire.

Education

The goal of education is to provide awareness, change behavior, and eliminate risky behavior through education. Every effective community risk reduction program must have an educational component.

Engineering

Engineering efforts include modification of an environment to enhance safety. Examples: fire-resistive building designs, sprinklers, vehicle airbag systems, etc. Community risk reduction programs must ensure that the homes of the community members are equipped with working smoke alarms and other forms of fire protection and injury prevention equipment as needed.

Enforcement

Enforce or obtain compliance with fire regulations and codes. This may mean the enforcement of fire codes in a building, seatbelt usage through check stations, or ordinances prohibiting open burning.

Economic Incentive

Enhancing safety measures through monetary incentives. One example would be providing economic incentives to builders who install sprinkler systems. Another type of economic incentive may be in the form of a negative incentive, such as the payment of fines, fees, and/or restitution.

Emergency Response

This refers to an adequately staffed, equipped, and trained cadre of responders to mitigate emergency incidents when they occur. Emergency response is pertinent to community risk reduction to provide available resources to promptly respond to a fire or other event to mitigate the damage and/or injuries that might occur.

The goal of fire prevention efforts has always been to prevent deaths. It has been shown that all five components are necessary for effective risk reduction. However, **education alone** is a weak intervention. The most effective strategy is to use all Five Es in tandem with one another.

TYPES OF PROGRAMS

Information programs are designed to provide information about a subject or organization. Items of interest include the number of fire pumpers, the number of ladder trucks, or the number of firefighters and fire stations in the community. They are not designed to change behavior. Information programs might include the number of fires, and items such as the number of kitchen fires or the number of fires involving children and matches. Information programs can be found throughout the industry and often are used to interest people in the fire department. Often they are "glossy," are highly polished, and have glitter, bells, lights, and sirens to attract the public.

Education programs are programs designed to bring about behavioral change. They use participative educational philosophies to have the recipient demonstrate through scenarios the correct response to conditions.

Public relations/community relations programs are similar to informational programs but they often are designed to improve the community's relationship with the fire department. Examples include fire station tours, parades, community fairs, and community events. A public relations program usually provides information and is knowledge-based. Public relations programs generally do not use audience participation.

"P-4"

Because "public education programs" can mean many things, a list of what the "Ps" are and how they are defined is vital. For our discussion in this course we will use the P-4 concept. P-4 has the following components:

"P-1"--Public education program--"Big P."

- Entire public education effort by your department or your community.

"P-2"--Public education program--"Little P."

- A program or series of programs targeted at a specific problem or concern, such as fire safety for the elderly or a preschool program that focuses on burn prevention.

"P-3"--Public education program--Presentation.

- Individual talk or demonstration to a target group that utilizes the P-1 and P-2 information and programs so that the individual presentation hits the mark.

"P-4"--Public education program--Presenter.

- Presenter of the P-3 program uses techniques that are identified in P-3 to promote effective behavioral change or other predetermined outcomes.

All "Ps" must be on target for an effective public education program.

- The P-1 concept is also called "Big P" and is the departmental approach regarding all aspects of its public education programs. "Big P" public education programs must be supported by the organization and the community and must be adequate in scope and nature.
- Scope--programs must be of adequate size and frequency to be effective.
- Nature--programs must be directed at a community concern which has been determined through analysis.

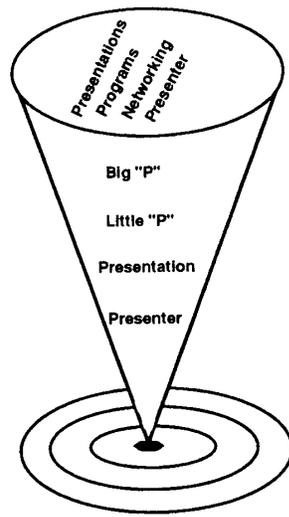
The P-2 concept is what has been labeled "Little P" and is the specific approach that is being undertaken to address a specific concern or problem area. "Little P" public education programs must provide the right program for a legitimate problem. Given the wide range of types of programs that are available, it is easy to select the wrong type of program to address a particular concern.

P-3 is the individual program that is delivered to the targeted individual or group of individuals. Presentations must be organized, planned, and presented as designed in order for them to be on target. Understanding group dynamics and the desired outcomes is an important part of the role of the public educator.

The last aspect, or P-4 as we call it in our model, is the presenter. Public education programs require an on-target and well-delivered presentation to be effective. The right program presented to the right group may not result in a positive outcome if the presentation is poor.

Presenting effective public education programs is more than just a "hit or miss" situation. All aspects must be on target if your program is to be effective. Understanding these relationships makes the professional public educator more than just a "talk show host."

"P-4"



**Community
Life/Safety Issue**

DEFINING "THE PUBLIC EDUCATOR"

An effective public educator must:

- Have a positive attitude; your attitude is reflected in everything a public educator does. How he/she conducts himself/herself is how the public judges the department.
- Be prepared. Today's public is both educated and sophisticated, and can easily tell if the public educator is unprepared.
- Be current with the techniques and practices of the profession.
- Have the experience and the ability to practice his/her profession.
- Have the skills necessary to create a lesson plan.
- Have a working knowledge of the process of learning.
- Be able to be a coach.
- Instill a passion for learning.
- Be able to teach effectively people who are often very hard to please.
- Be accountable.

- Use positive reinforcement.
- Focus on positive qualities in people.
- View what he/she does as an art.
- Present himself/herself well.
- Speak with the body as well as with words.
- Inject life and fun into the material.

In addition, a good public educator should believe in the subject and be excited about presenting the material to the public. Be an effective teacher.

Understand the problem. We truly have to believe that public education is, in fact, one of the best things that we can be involved in with our community.

Use existing programs, but custom design them to be more effective. This is a technique known as "polishing the stone." You take something and polish it and polish it until you become effective at it; you take an existing lesson plan and you make it effective for your audience. You polish it or redesign it, work with it until it is suited for your specific use.

Know how people learn, and how to make them understand. Learning is a continual process that needs reinforcement. Be able to instill a passion for learning or create a real desire for your materials and programs. Excitement is part of the game.

Be hard to please.

An effective public educator is someone who:

- is patient;
- is open-minded;
- is cooperative;
- has a sense of humor;
- encourages questions;
- demonstrates a concern for people;
- exhibits a high degree of enthusiasm;
- makes people think; and
- challenges individuals to be the very best that they can.

SUCCESSFUL PUBLIC FIRE AND LIFE SAFETY EDUCATION PROGRAMS

Successful programs are educationally sound, and are developed with objectives, both terminal and enabling, so that students and instructors understand the purpose of the

materials. Educationally sound also means using appropriate teaching techniques, such as audience participation. Learning is more likely to occur when the program involves more than just sitting and listening. Understanding is demonstrated through activity and participation. You, as a public educator, must look for public education programs that are educationally sound.

Evaluation is the second aspect of a successful public fire education program. All programs must be evaluated continuously to make sure that they are meeting educational objectives. We must check to make sure that the change that we are targeting is, in fact, occurring.

A third area is analysis. Through analysis, programs are targeted to meet particular needs. Targeted programs are developed using indepth analysis. If, for example, the community experienced a number of fires started by very young firesetters, a targeted program would focus on preventing firesetting with this age group.

Well targeted means that a program is educationally sound and designed to meet the needs of the intended audience. A program that is written and presented at a twelfth-grade educational level but is being used as an elementary school program will not achieve the desired results because it is not well targeted. Successful fire and life safety programs are targeted to meet a specific audience's needs.

To be successful, programs must be relevant to the community that you are addressing.

In order for a life safety education program to be effective, it has to change behavior. As educators, we must understand that our program has to be behaviorally oriented for it to be effective. You must monitor to determine that, in fact, you have changed behavior. This is done by using situational scenarios and through audience participation. As professional public educators, you must constantly monitor behavior change.

Successful professional fire and life safety programs have one common element: they are always positive. They always relate to positive outcomes.

GROWTH AND DEVELOPMENT: THE PROFESSIONAL PUBLIC EDUCATOR

What are Professional Growth and Development for the Public Educator?

Professional growth and development include education, skills enhancement, peer networking, and implementing programs that will reduce the impact of a particular problem.

Skills can be enhanced through participation in specific programs designed for the public educator. These can be taken through the National Fire Academy, at local or state training centers, or through a public educators' association.

Learning to be an effective professional public fire educator also can be enhanced with postsecondary education through such institutions as community colleges, universities, and other professional programs.

By participating as a member of professional associations and through peer networking you can keep current in the field of public fire and life safety education. Keeping current is absolutely necessary for the professional public fire safety educator, so that as new and exciting programs are developed you have the option to use them in your community. Professional associations are a logical extension of your growth and development. Such associations provide the opportunity to network and to enhance your ability as a community safety official.

Growth and development are enhanced through implementing programs to lessen the impact of a particular problem.

Motivation

The next major area in professional growth and development is motivation. You must have the ability to keep yourself "up" for the challenge.

One of the best ways to be motivated is to use a three-point system. Every day, set out to accomplish three things: evaluate how effective your last program was; pick one area and improve upon that area; and determine if, in fact, you've made strides toward achieving your overall goals, both career and personal.

Professional public fire educators have to understand that in order to tackle a very large task, such as educating the public, the task must be divided into small segments. Each segment must be completed effectively.

A professional public educator must remain positive. Often this requires peer support. It also is essential for the department you work for to sponsor and recognize your achievements through awards and incentive programs.

Feedback

Our last major area in growth and development is feedback. As a public fire and life safety educator, and as part of your professional growth, evaluate yourself and your program formally and informally on a regular basis. Both formal and informal evaluations are necessary, and should be a regular part of your professional program. Allow each recipient of your program the opportunity to provide you with input so that you can grow professionally from that input. As you study the evaluations and the comments, you will begin to notice trends that define areas for improvement. Feedback is an essential aspect of professional growth and development for public educators.

Professional public fire and life safety educators also must make sure that their programs are on target. Often, after a presentation, the report back from the public is positive. Feedback also should answer the question "was the material on target?"

PUBLIC FIRE AND LIFE SAFETY EDUCATION

From earliest history, there have been programs to educate people on behavioral concepts. The Romans had extensive public education programs as well as enforcement programs for fire safety.

Safety education later moved into its second generation. The fire service attempted to educate through programs such as "Smokey the Bear: Only you can prevent forest fires."

Where are we now? Public fire and life safety programs over the last 20 to 25 years have changed dramatically. Today's programs are focused, community based, behaviorally oriented, and educationally sound. Public life safety education programs are designed to change behavior in the targeted audiences. Public education is being used for many public health concerns. Often the community has responded favorably to these programs, and the future is very bright for public fire and life safety education programs.

Activity 1.1

Student Introductions

Purpose

You will work together in groups to introduce your group to members of the class.

Directions

1. After you have been assigned to a table group, you will develop a presentation that introduces your group to the class. Working together, draw a large outline map of each group member's State. On the map mark the hometown/city of each group member.
2. Following the map work, each group member will prepare a short presentation on one other member. The presentation should include the following:
 - a. Name.
 - b. Place of residence.
 - c. Fire/Public education position (rank).
 - d. Hobbies.
 - e. Experience in public education.
 - f. Location on the map of his/her residence.
 - g. Five significant points of interest in the State.

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Activity 1.2

Definition and Purpose of "Public Fire and Life Safety Education"

Purpose

To define public fire and life safety education.

Directions

1. Take 5 minutes to jot down your own definition of "public education" and the "purpose of public education."

2. Then, in a large group define the concept of "public fire and life safety education."
3. Discuss the purpose of "public fire and life safety education."

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Activity 1.3

Program Category Checklist

Purpose

To use definitions of public information, public education programs, and public affairs programs to complete the Program Category Checklist accurately.

Directions

1. Refer to the Program Category Checklist. The checklist is set up with types of programs.
2. Choose one group member to describe a public education program that he/she is currently using.
3. In a small group review the definitions for the three categories of programs and categorize the described program.
4. Discuss with the class how you classified this program and why.

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Activity 1.3 (cont'd)

Program Category Checklist

Name of the program:

Who is the target audience?:

What is the outcome?:

Why is it effective?:

What category is most appropriate for this program?:

Information

Education

Public Relations

This page intentionally left blank.

Activity 1.4

Types of Programs

Purpose

To understand the differences among public relations, public information, and public education, and to identify the three different outcomes of learning: awareness, knowledge, and behavior change.

Directions

1. In your small groups, discuss the scenario you have been given. On an easel pad, identify
 - a. Type of program: public relations, public information, public education.
 - b. Type of outcome: awareness, knowledge, or behavior change.
2. Select a spokesperson to report your findings to the large group.

Scenario 1

Today has been a very busy day at Station 15. You have just returned from a call and realize that a group of eight children, ages 3 to 5 years, and their teacher have arrived for their tour of the fire station. You greet your visitors and explain the procedures to be followed if an alarm is received during the tour. You show them around and have one of the rookies put on his/her turnout gear. You use this demonstration to show the children what a firefighter looks like. The teacher gives your crew the chocolate chip cookies she/he has made, thanks you, and leaves. Everyone is pleased with a job well done.

Scenario 2

You have been invited to speak at the monthly Kiwanis Club luncheon. You only have 15 minutes on the program, between the dessert portion of the agenda and the regular meeting. You want to talk in glowing terms about your fire department, and to encourage the group to assist you in providing public education materials for the third-grade classes of Lone Pine Elementary School.

Scenario 3

You have been invited to do a program for the employees of Praig-Whitey Incorporated. You will be teaching them about exit drills and how to use a fire extinguisher. Engine 23 will respond and assist you in starting a small fire in a pan, so that the employees can practice using their own fire extinguishers. To fulfill annual accreditation requirements, this program is mandatory for all staff.

Scenario 4

You have just received a wonderful Public Service Announcement (PSA) from the U.S. Fire Administration (USFA) and the International Association of Fire Chiefs (IAFC). The PSA's encourage people to "change their clock; change their battery." You take copies of the videos to all of your local television stations and ask them to air the PSA during the week before the time change.

Scenario 5

Last week you did a program for Miss Lydia's first-grade class at Dodge City Elementary. You taught the children about exit drills in the home and how to "get low and go." Today, Miss Lydia telephoned you to say that little Jeremy Grant had a fire in his house last night. Jeremy alerted his family and everyone was able to get out safely. Your chief is going to give Jeremy a special "Junior Fire Chief" award.

Scenario 6

You happen to be seated next to Commissioner Foster at the annual Emergency Medical Services banquet. Citizens who have saved lives by performing CPR are being honored. You use your time with the commissioner to explain about the role of public education in the fire service.

Activity 1.5

Defining "The Public Educator"

Purpose

To define public fire and life safety education by developing a list of skills, knowledge, and attitudes essential to success as public educators for fire and life safety programs.

Directions

1. In small groups, using one or two words, develop brief identifiers of the skills, knowledge, and attitudes essential to be successful as a public educator.
2. Use the brief identifiers to build the ideal "Public Educator."
3. Using bold markers and large print, write the identifiers on paper supplied by the instructor.

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Activity 1.6

Case Studies

Purpose

To identify the common elements found in successful public fire and life safety education programs.

Directions

1. Review the case studies that are assigned to your group.
2. Identify the characteristics and role of the public educator in the case study.
3. Identify what you think made this a successful fire and life safety education program.
4. Identify who was the customer.
5. Write your answers on an easel pad for a presentation to the class of the case assigned to your group.

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**Case Study #1: Norwood Fire Department (Massachusetts):
Multifaceted Public Education**

<i>Jurisdiction:</i>	Small town
<i>Target Group:</i>	Whole community
<i>Subject:</i>	Multiple
<i>Evaluation Measures:</i>	Fire and injury incidence; false alarms; behavioral changes; percent of population reached

The town of Norwood is located in eastern Massachusetts, 16 miles southwest of Boston, with a population of 30,000 people. The town is residential combined with both heavy and light industry. There are six grade schools, one junior high school, and one senior high school, as well as a regional hospital, six nursing homes, and four housing facilities for the elderly.

The Fire Department is fully paid with 63 uniformed personnel including a full-time fire prevention officer and a public education officer who is a line officer within the Department.

Prevention was previously sporadic and informal. A change in leadership at that time started a process of formal prevention education. Fire prevention and public education programs in Norwood have expanded and changed to respond to the needs of the growing community. What began as a small, school-based program 10 years ago now includes targeted programs for hospital and nursing home staff, elderly and civic groups, babysitter trainees, and mentally handicapped residents in addition to children in Norwood's K through 6 classrooms. The elementary school programs are designed to achieve a goal per grade level.

Here is an overview of Norwood's programs:

- **Preschool and Kindergarten**

Introduce children to the firefighter and show how firefighters dress. Also, fire is dangerous. Burns hurt.
- **Grade 1**

Primary fire safety. Don't play with matches. Be careful around the stove when it is in use. Electricity contains fire; be careful with electrical appliances and lights.

- Grade 2

Some fires will happen no matter how hard we try to prevent them. What should we know about handling such situations to provide a positive outcome? Stop, drop, and roll; crawl low; window escape.

- Grade 3

The Fire Department has many functions that you should be familiar with so you can be as fire safe as possible. Prevent false alarms.

- Grade 4

Home fire escapes are necessary. Plan one for your home. Here is the information to do it.

- Grade 5

Aspects of fire safety pertaining to flammable liquids in their various states.

- Grade 6

Students are told that much of fire and other safety is now their own responsibility. Smoke detectors, extinguishers, driving safety, alcohol problems.

- Norwood Hospital and Nursing Homes

Staff is introduced to the true effects of fire in an enclosed space. Quick rescue procedures, alarms, simple firefighting to be learned.

- Babysitters

Training in basic fire safety planning and procedures.

- Elderly and Civic Groups

Establish true fire conditions in place of perceived conditions. Fire safety tips. Get out alive. Help teach grandchildren.

- Mentally Handicapped

Basic fire safety procedures.

The school program was developed through the use of purchased programs, such as "Captain Noburn," together with locally developed materials. The other programs were

developed using available materials, especially films and videos. Each year is given a theme as a focus. Exit Drills in the Home (EDITH) is also emphasized.

An important aspect of all parts of the program is its adaptability to respond to fire problems as they arise. If the Department sees the beginnings of a trend in the fire calls within a certain group or within a certain neighborhood, such as cooking fires or match play, Department staff will go back to the schools or civic groups with a program pinpointed to that specific problem.

The school program is the heart of Norwood's fire prevention and public education program. During a recent six-month period, 10 percent of the population was reached, including more than 2,200 children in grades K through 6 in the school program and nearly 1,000 other Norwood residents in the other fire public education programs.

Results: The Department has compiled dramatic data from annual fire reports to show that its fire prevention and public education programs have paid off. During the past 10 years the program has been in effect, statistics show that it has been successful in decreasing the incidence and severity of alarms involving children and juveniles. In fact, no child has been injured in a fire of any type since the program was instituted--a remarkable record of success.

Table 6 shows fire incidents by type of call for the program base year and more recent years.

Table 6				
Annual Responses--Norwood, Massachusetts				
Year	<i>Building Fires</i>	<i>Grass/Brush Fires</i>	<i>False Alarms</i>	<i>Total Calls</i>
Base Year	174	506	224	1,900
6 years later	43	168	103	2,126
7 years later	53	59	65	2,054
8 years later	53	87	61	2,106

There has been a dramatic decrease in what Chief Thomas Barry considers "juvenile-type calls," especially grass and brush fires and false alarms, which he attributed directly to the school program. Barry points to the impact of the program over the years as children who started in the base year were put through the entire K through 6 program in seven years. The false alarm rate is now one of the lowest in the area, Barry reports.

In addition to the dramatic decrease over the years in fire calls for grass and brush fires, false alarms, and building fires, Chief Barry points out a number of other areas in which the effect of the school fire prevention can be seen. There is almost a total absence of vandalism in vacant buildings and an average of only two false alarms in schools each year. Bomb scares in the junior and senior high schools also have decreased. Fire investigators now can count on almost complete cooperation from school-age children. And the Department has a vehicle--the school program--to deal with various neighborhood fire and safety problems that arise.

In other areas of its fire prevention and education program, Barry indicates that since starting the program in medical facilities, the Department has seen a definite improvement in the time and quality of building staff response in emergency situations. In one nursing home fire, for example, the staff responded as they were trained, with the result that no one was injured.

As a final note, Chief Barry said that "we had never quantitatively evaluated our program until the time of your request. We were even more impressed after seeing our figures...and the positive results."

One of the main purposes of this report is to motivate others to do the same.

Case Study #2: Mount Prospect Fire Department (Illinois): Multifaceted Programs

<i>Jurisdiction:</i>	Small suburban city
<i>Target Group:</i>	Whole community, especially children
<i>Subject:</i>	Multiple
<i>Evaluation Measures:</i>	Fire incidence and deaths; knowledge change; outreach

Mount Prospect, Illinois, has conducted an in-school fire safety program based on Learn Not To Burn for many years. Instructions tailored for individual grade and age level are given to each class, including preschool, in every school in the community. The program is complemented by an essay and poster contest during Fire Prevention Week each year. Fire drills in the schools are used as an opportunity to discuss false alarms.

While educating children is the core of the prevention program, the Fire Department has many other ways of reaching the community as well. These include:

- an annual week-long fire safety festival at a local mall
- an ambulance awareness program, to explain the Department's services
- Boy Scout and Girl Scout fire safety programs
- programs for the staffs of group homes
- programs for the visually and hearing impaired
- senior citizen training for all high-rises and organizations
- juvenile firesetter program
- training employees of major corporations for home and workplace fire safety.

For example, the Department estimated that its public education unit had contact with 11,000 of the 56,000 residents and probably more than half the households in town.

For a three-year period, Mt. Prospect firefighters went door-to-door every year to visit all homes as part of a home smoke detector check, to see if detectors were installed and being maintained. They have stopped that program, but continue to put fire and smoke detector messages in local newspapers and the village newsletter.

Deputy Chief Lonnie Jackson says the poster and essay contests have shown a marked change in the focus and attitude about fire among the community's children over the years. Many years ago, he says, kids wrote about and drew scenes of the ravages of forest fires. "I do not propose to say that forest fires are not an issue, but suburbanites are dying from toxic smoke and house fires, not forest fires," Jackson explained. In the last poster contest, he says, the posters and essays showed the impact of the fire safety program in changing the attitudes of the children and refocusing their attention. They dealt primarily with house fires; exit drills; smoke detectors; and stop, drop, and roll, as well as the lessons they were taught in the classroom about safety with matches and preventing false alarms.

Results: Jackson says the comprehensive education program and a persistent, long-term effort across the board is the major reason for the community's low fire incident and death rates.

Fewer than 20 real fires were reported in a community of 56,000 people, and no malicious false alarms or fire deaths were reported. During the years of the program, the community has lost only 13 people, of whom nine were senior citizens and one a 3-year-old whose family had been in town only a couple of months.

This record is particularly significant when you consider that Illinois has had one of the higher fire death rates among the states. Mt. Prospect would have been expected to have had about 25 or more deaths over that period if it had the national or state average fire death rate. For the past eight years the community has had no residential fire deaths, but the Department keeps the effort going on all programs.

**Case Study #3: Cobb County Fire Department (Georgia):
Comprehensive Fire Prevention Program**

<i>Jurisdiction:</i>	Large suburban county
<i>Target Group:</i>	Whole community
<i>Subject:</i>	Multiple
<i>Evaluation Measures:</i>	Fire incidence; insurance rates

Cobb County Fire Chief David Hilton reorganized the Department's Fire Prevention Bureau and strengthened it by allotting 10 percent of the total budget to prevention. He added specially trained/qualified staff, focused program activities on educating the public about fire safety, and developed a fifth grade fire prevention curriculum. Ten years later, the Chief had brought the building department and Fire Prevention Bureau closer, created an arson division, enhanced training, and toughened permit requirements for fireplace installation. A landmark residential sprinkler program was initiated as well.

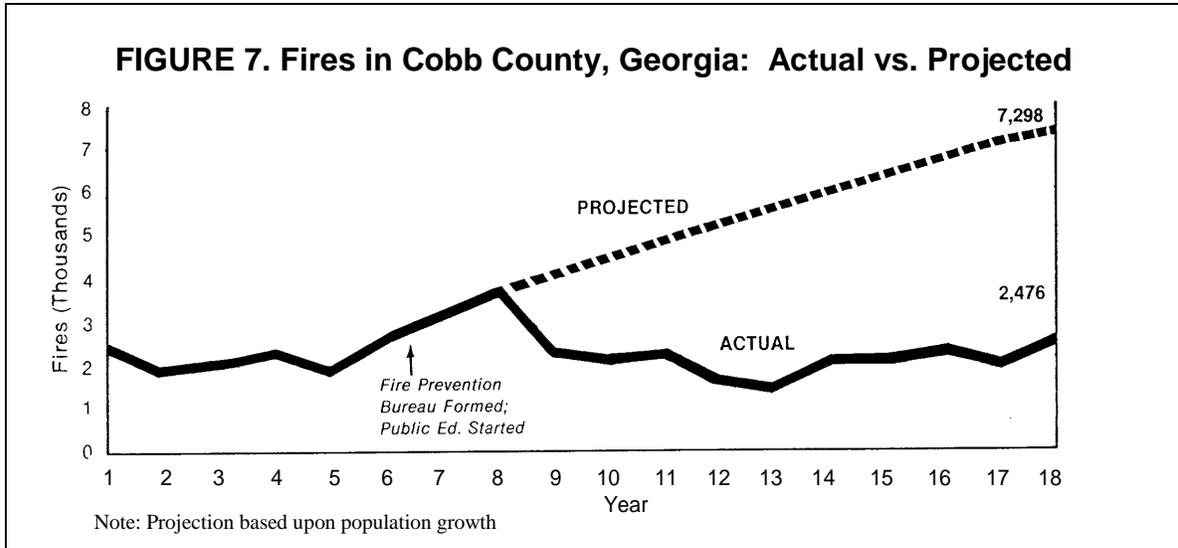
The fifth grade safety education program began many years ago, along with a home inspection program. Fire safety education for kindergarten children was added in all public and private schools.

These school programs, coupled with the home fire safety survey program, constitute the Bureau's main attack in preventing single-family residential fires. "It's the only way to get at this population group," said Fire Marshal Nathan Wilson. A strict code enforcement and inspection program deals with multifamily residences and other occupancy types.

Results: The Cobb County Fire Department developed a trend analysis of its fire experience for a 10-year period. The population rose from 197,000 to 429,000 during a 17-year period. Based on that increase, the number of fires projected was 7,298; in actuality there were only 2,476 fires, almost exactly the same amount as 10 years earlier when the population was less than half the current figure (see Figure 7).*

Looked at another way, if Cobb County were an average U.S. county, it would have had about 4,100 fires, or two-thirds more than it did.

* The Cobb County evaluation demonstrates an excellent idea for evaluation: projecting a trend line to show what the future might have been without the public education program.



Residential structure fires, too, went down from 541 in Year 1 to 344 in Year 18. As a corollary, homeowners' insurance premiums fell from \$530 per \$100,000 to \$340. Even more importantly, fire deaths for Years 2 through 9 totaled 53, versus 38 for the same length period (Years 11 to 18), despite the much larger population in the latter period. This is an extraordinary long-term achievement in prevention.

Case Study #4: Virginia Beach Fire Department (Virginia): Fifth Grade Safety Program

<i>Jurisdiction:</i>	City
<i>Target Group:</i>	Fifth graders
<i>Subject:</i>	Home fire escape plans; burn prevention and first aid; fire hazards in the home; and more
<i>Evaluation Measures:</i>	Parents' perceptions, actions; detector and extinguisher usage; knowledge gain; anecdotes

Virginia Beach has developed and institutionalized a four-lesson school fire safety program covering home fire escape plans, fire hazards in the home, burn prevention, first aid, and fire safety information on arson, outdoor fires, and various other topics. The program is taught twice a week for two weeks every year to all fifth graders in elementary schools. Letters to parents and homework are part of the course, including a survey/questionnaire that parents are asked to complete and return to the school. (One of the main objectives is to motivate the parents to be more fire aware.) The program has been in effect for many years.

Results: After 13 years the schools conducted tests of student fire safety knowledge two weeks before the start of the course and then four weeks later on the last day of the course. There were 134 fifth grade classes tested in 33 schools. Results are shown in Table 10. Pretest scores averaged 62.4 percent. Posttest scores averaged 93.0 percent, a striking improvement. Results were very similar across schools, lending credibility to the findings.

The Virginia Beach Fire Department also has tallied the parent questionnaire responses. In a 5-year period, results from 15,300 parents, about two-thirds of the questionnaires sent home (an outstanding response), were received.

Part of the questionnaire addresses the parents' perception of whether the class helped their children. Part asks if they acted on the information brought home--for example, became familiar with an escape plan, installed detectors, or removed fire hazards. Part of the questionnaire asks results independent of the child. The survey results are shown in Table 11. The questionnaire follows on page SM 1-39. The same questions have been asked each year.

Table 10
Pre/Posttest Scores
Fifth Grade Fire Safety Classes
Virginia Beach, Virginia

<i>Number of Classes Tested</i>	<i>School</i>	<i>Average Pretest Score (Percent)</i>	<i>Average Posttest Score (Percent)</i>
4	Alanton Elementary	67.8	92.5
3	Bayside Elementary	62.3	94.6
9	Birdneck Elementary	61.4	92.1
3	Brookwood Elementary	62.4	95.9
3	Cooke Elementary	62.7	93.7
4	John B. Dey Elementary	62.1	93.5
5	Fairfield Elementary	60.6	92.2
4	Green Run Elementary	57.4	91.0
3	Hermitage Elementary	61.7	93.6
6	Indian Lakes Elementary	60.6	94.2
3	Kempsville Elementary	60.4	90.3
4	Kings Grant Elementary	63.1	94.2
4	Kingston Elementary	60.5	92.9
3	Linkhorn Park Elementary	63.3	92.3
3	Luxford Elementary	62.6	90.8
3	Lynnhaven Elementary	70.5	95.0
3	Malibu Elementary	70.5	94.0
3	Newtown Elementary	60.7	92.3
6	North Landing Elementary	60.9	90.8
4	Parkway Elementary	61.4	92.1
3	Pembroke Elementary	61.4	94.5
3	Pembroke Meadows Elementary	63.4	92.5
3	Point O'View Elementary	61.6	93.7
5	Princess Anne Elementary	64.5	94.1
5	Providence Elementary	62.0	93.7
5	Salem Elementary	59.3	91.2
3	Thalia Elementary	59.6	94.8
3	Thoroughgood Elementary	66.8	93.6
5	Trantwood Elementary	65.8	93.1
6	White Oaks Elementary	59.2	91.6
4	Windsor Oaks Elementary	60.8	92.8
4	Windsor Woods Elementary	59.0	92.6
5	Woodstock Elementary	62.9	94.1
134	33 Schools	62.4	93.0

Among the highlights of their findings:

- In each year, 99 percent of the parents stated that their child retained valuable fire safety information. More than 95 percent of the parents each year believed that the family benefited from the information and had familiarized themselves with the home escape plan the child prepared. (Some of these high satisfaction scores may be a desire to please children and teachers, but even discounted, the results indicate high parental satisfaction with the program, and new knowledge gained.)
- Eighty-three percent of the respondents had smoke detectors, while 5 years later, 92 percent owned a detector. (This is higher than the national average, which has been in the 82-85 percent range.) Over the five years of the program, detector ownership among parents of fifth graders rose 9 percent. The parents in about 14 percent of the households with detectors said they installed them as a result of the program. High proportions of those without detectors said they would get them. Part of the increase in detector usage may have come from some households having a second child in the program reporting on results from the exposure of the first to the program.
- An increase in usage was seen with fire extinguishers; 45 percent of the respondents owned an extinguisher and 12 percent more (57 percent) claimed to have one 5 years later.
- Of those with extinguishers, about 29 percent said they were purchased as a result of the program.
- Fifty percent of all responding parents during the five years said they removed fire hazards as a result of their child's home fire safety inspection, which had been a homework assignment.

In addition to program impact as measured by the tests and parent questionnaires, the Virginia Beach Fire Department has several documented "saves" attributed to the fifth grade program.

In one success story, 12-year-old Darrell Johnson saved his family from a serious home fire that had begun to fill his room with dense smoke. He and two brothers, ages 10 and 7, "pushed the (safety) program at home," said their father.

Eleven-year-old Nevie Sessoms saved his brother and reported the house fire on a neighbor's phone. He knew not to throw water on the electrical fire and the best route for escape. He had taken the safety class two years earlier.

Table 11
Virginia Beach, Virginia, Parents Survey--5-Year Results (in Percent)

	Year 1		Year 2		Year 3		Year 4		Year 5	
	<i>Yes</i>	<i>No</i>								
1. Child retained valuable fire safety information?	99.6%	0.4%	99.6%	0.4%	99.5%	0.5%	99.7%	0.3%	99.6%	0.4%
2. Family has benefited from information?	99	1	99	1	99	1	99	1	99	1
3. Familiar with Home Escape Plan?	98	2	98	2	99	1	98	2	99	1
4. Have smoke detector?	83	17	85	15	89	11	90	10	96	4
If not: considering one?*	79	21	85	15	80	96	88	12	165	71
If yes: installed because of program?*	20	78	18	96	10	89	11	96	10	90
5. Have fire extinguisher?	44	57	50	50	55	45	54	46	57	43
If not: considering one?*	69	24	73	27	79	21	78	22	80	23
If yes: purchased because of program?*	59	107	28	167	23	115	19	114	16	84
6. Removed hazards as a result of child's inspection?	49	51	50	50	51	49	51	49	52	48
7. 911 posted on all phones?	92	8	90	10	91	9	89	11	90	10

*See questionnaire on page SM 1-39. People answering yes or no to first question may or may not have responded here, and sometimes more did, so percentages do not total 100%.

The multiple methods used in evaluating this program show that it was clearly effective in increasing safety knowledge in the community and stimulating behavior changes and increased safety protection in Virginia Beach homes.

Virginia Beach, Virginia
Parent Questionnaire on Fire Safety Program

FIRE SAFETY QUESTIONNAIRE

Student's Name _____ School _____

Home Address _____ Teacher _____

(Names and addresses are for evaluation only & will be used for no other purpose.)

1. Do you feel as though your child has retained valuable fire safety information?

YES NO

Additional remarks: _____

2. Do you feel as though you and your family have benefited from the fire safety information brought home by your child?

YES NO

Additional remarks: _____

3. Are you familiar with the HOME FIRE ESCAPE PLAN your child completed for your home?

YES NO

Additional remarks: _____

4. Do you have a smoke detector installed in your home?

YES NO

If not, are you considering buying one?

YES NO

If yes, was the smoke detector installed as a result of this program?

YES NO

5. Do you have a fire extinguisher in your home?

YES NO

If not, are you considering buying one?

YES NO

If yes, was your fire extinguisher purchased as a result of this program?

YES NO

6. Were you able to remove any fire hazards from your home as a result of your child's inspection?

YES NO

Additional remarks: _____

7. Do you have the Fire Department emergency phone number (911) posted on all of your phones? (emergency numbers for base housing may vary)

YES NO

Remember, this is also the Rescue Squad and Police Department emergency #.

8. General Comments:

The Virginia Beach Fire Department is concerned with community safety. Your assistance in filling out this questionnaire is appreciated.

Parent's Signature _____

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Case Study #5: Waterford Fire Department (Connecticut): Elementary School Program

<i>Jurisdiction:</i>	Town
<i>Target Group:</i>	Grades K, 2, 3, and 5
<i>Subject:</i>	Multiple
<i>Evaluation Measures:</i>	Fire incidence by type of fire; anecdotes

The town of Waterford, Connecticut, population approximately 20,000, has a part-time civilian fire educator, Elizabeth Beals, who is a certified teacher employed by the fire service. The Waterford Fire Commission won approval from the Board of Education to introduce a customized program of fire safety education into the schools.

In organizing the program, the Department credited Jacqueline Sowers of Educational Development Consultants as a source of ideas, especially the idea of tapping spouses as resources.

Ms. Beals, whose husband is a volunteer firefighter, used her teaching expertise and knowledge of the school system to design a program that would not only reach children with appropriate "Learn Not To Burn" messages at key ages, but could also be integrated easily into existing curricula.

Many barriers had to be overcome to implement the program. It was first approved by the teachers who formed the Health and Science Committee, then by the board of education. They were careful to choose the right political individual to introduce the program, and were assisted by a sympathetic superintendent of schools who himself had experienced a fire loss as a child. Because of this in-depth foundation based on educational standards and the early success of the program, it continues to be a regular part of the science and health curricula for kindergarten and grades 2, 3, and 5.

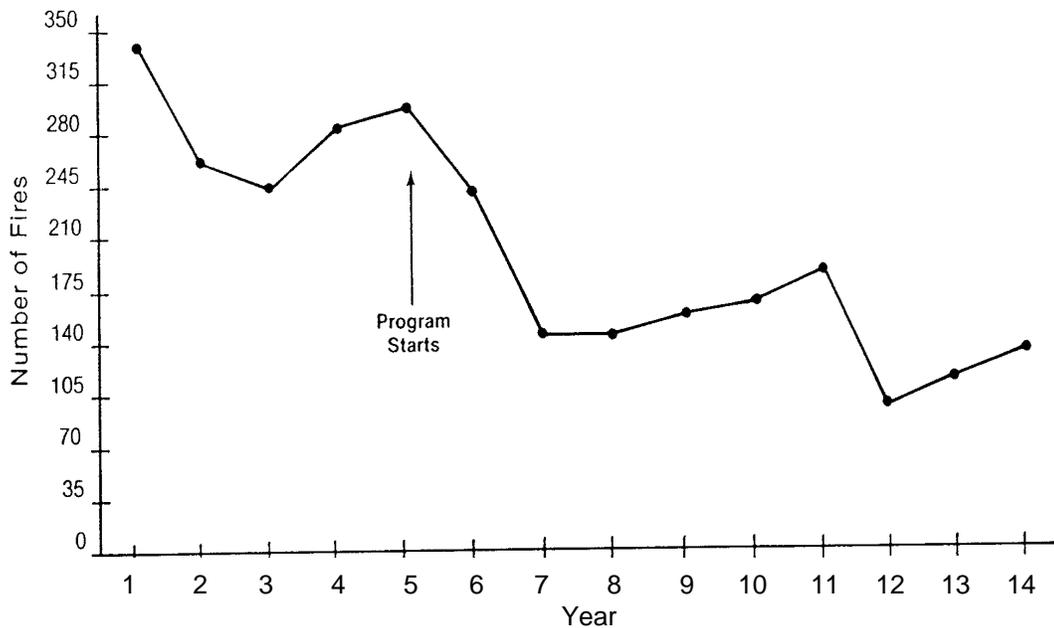
The particular grade levels selected for the program were chosen for several reasons. They were the levels for which the town had the greatest amount of fire safety materials on hand. They seemed to be age levels at which one could expect the greatest motivation to participate on the part of the students (and therefore see some actual results). Finally, they were the grade levels where a fire safety program could most easily be implemented, based on a careful review of the curriculum and the behavior of students at different ages.

A prime example of the way the program works is the technique of stop, drop, and roll. At the kindergarten level, it is practiced by everyone, using a felt flame, accompanied by a song. In grade 2, the situation of match play leading to a clothing fire demonstrates how quickly it happens and how quickly rolling smothers the flames. At this point, the idea of a match as a tool is introduced and developed. In grade 3, the concept of smothering things is demonstrated and the fact is introduced that fires travel vertically. There is also emphasis on being responsible and old enough to help younger children by keeping matches out of reach. Keeping matches out of reach is incorporated into a

program of good housekeeping. At the fifth grade level, all these concepts are reviewed and a science lesson demonstrates how clothing will burn and that what you wear does matter. This lesson also provides for a certain amount of spelling and vocabulary practice for words such as flammable, flame retardant, and flameproof.

This sequence is only one example of an aspect of fire safety education that is covered again and again, but never the same way twice. It allows for the inclusion of new students, but does not bore the continuing student. (With the high mobility in the United States, programs need to account for the large numbers of children moving into or out of the curriculum.)

FIGURE 8. Town of Waterford, Connecticut: Trend in Fires Before and After Program Start



NOTE: This graph represents the combined number of structure, chimney, and outdoor fires. Vehicle fires have not been included because they were unlikely to be affected by the public education program.

Recently, the stop, drop, and roll, and clothing fire lessons have been adapted for use in Waterford's junior high school living skills program (during cooking class) and at the senior citizens housing facility.

Each school lesson is evaluated by the teacher after it is presented, and specific recommendations are made for suggested changes and improvements in lesson presentation. This is an important aspect that directly addresses the success of the program. Over the years, current trends have been incorporated into the program so that it stays up-to-date. For example, concern about the increased amount of construction and sewer projects involving blasting resulted in an addition to the fifth grade program to warn students (and teachers) about the dangers of blasting caps.

Results: Fires dropped sharply in the two years following the start of the program (see Figure 8). Much of the drop was in outside fires, which are often started by juveniles. Outside fires and fires overall have been recorded at much lower levels (see Table 14).

Vehicle fires, however, were essentially unchanged, and they are less affected by current fire public education than the other types of fires. Chimney fires, too, have had less change, though some attention is given to them in the fifth grade program.

The results in Waterford are even more striking because the population and economy increased considerably during this period.

Anecdotal evidence also suggests the program is working. Firefighters and parents report that children remember what they have been taught, and that children involved in fire situations knew what to do. In one instance, the Waterford Fire Department arrived at a fire and found a child and her mother sitting on the front porch. The mother said they had left the house at the insistence of the child, who kept saying "Get out and stay out, because Mrs. Beals says so."

A scenario that occurs quite often involves children and parents making popcorn. Several children have proudly reported that, to the amazement of their parents, they know how to smother a pan fire of overheated oil. Another student recently reported preventing a burn situation by removing an appliance cord hanging in front of a utensil drawer, a scenario that had been discussed in school the previous week.

In several instances, children knew when to call 911. When one 8-year-old boy saw flames shooting from a plastic trash can at the rear of his house, he dialed 911 for assistance, called out to his older brother so that the two could flee together to his grandmother's house next door, and knew enough to throw dirt on the fire to put it out. When the Fire Department arrived just moments later, the children were safely away from the potential danger, and the little boy had put out the fire. He reported that he knew what to do because he learned about fire safety in the Junior Fire Marshal program.

Table 14
Waterford, Connecticut
Fires by Type

<i>Year</i>	<i>Structure</i>	<i>Type of Fire</i>		<i>Outdoor</i>
		<i>Chimney</i>	<i>Vehicle</i>	
1	87	16	40	238
2	72	16	50	169
3	70	16	55	157
4	73	33	52	177
5	75	34	47	189
6	51	27	37	161
7	39	38	40	67
8	45	29	47	69
9	56	30	59	71
10	44	16	52	106
11	75	19	51	92
12	32	20	41	44
13	32	17	47	66
14	56	16	44	61

Some programs may have inadvertent negative side effects, and these must be watched for to avoid doing harm. A complaint was lodged against this program from a mother whose child was in the Junior Fire Marshal program. The mother said that the child had nightmares about fires happening in her home. Further investigation and followup by teachers and support staff indicated that the housekeeping practices in the home were so poor that the child probably found in her home every fire hazard they had discussed in class. The child had every right to be scared. In a bizarre way, it was one more proof that the lessons really were sinking into the kids' minds.

One final twist on this program's effectiveness comes from the following, one-of-a-kind anecdote: As part of a writing exercise, a second grader related a frightening experience. He was delivering papers on foot one day when he was chased by a dog that he knew had bitten several children. The dog was closing in and he was very scared. He had no place to go and the dog was getting closer and closer. Relying on his own resources, he threw down his newspaper sack, dropped to the ground, pulled in his arms and legs, and began to roll over and over. Stop, drop, and roll! Rolled up as he was, there were no extremities for the dog to grab onto. The dog was frustrated by his actions and retreated, leaving the child uninjured. His comment to his teacher was that stop, drop, and roll was all he could remember to do. In a crisis, he remembered his safety lesson.

Case Study #6: Salina Fire Department (Kansas): Elementary School Program

<i>Jurisdiction:</i>	Small city
<i>Target Group:</i>	Grades 4 through 6
<i>Subject:</i>	Fire emergency skills; fire and burn prevention; burn treatment
<i>Evaluation Measures:</i>	Anecdotes; outreach; behavior change

The Salina Fire Department conducts a fire safety program in all 22 elementary schools in Salina and Saline County. The program is a cooperative venture between the Fire Department and area schools. Fire safety is taught regularly and systematically in the classroom setting, using educationally sound methods appropriate to the particular grade level.

The goal of the program is to teach children, even the very young, practical lifesaving skills that could save their lives in a fire or burn emergency and to help children and their parents become more aware of fire and burn hazards within the home, resulting in the establishment of good fire and burn prevention habits.

The classroom portion of the program includes students in kindergarten through fourth grade in all the public and parochial schools in the Salina area. In addition, a simulator is used with fifth and sixth grades for fire escape drills.

The program includes two visits per year to each classroom by the Fire Department's public education specialist who designed the program format and who does the teaching. Through this effort approximately 3,800 children receive fire and burn safety instruction twice a year during the first formative years of their educational journey. They learn fire safety the same way they learn their ABC's and 1-2-3's--in small systematic steps.

The emphasis for the fall series of classroom lessons is practical lifesaving skills--stop, drop, and roll to extinguish clothing fires; crawling low under smoke to safety; fire escape planning; reporting an emergency.

Burn prevention and treatment is the emphasis for the second semester series--matches are tools for adults; putting cool water on a burn; identifying and correcting home burn hazards; burn treatment.

In both series, activity sheets or workbooks have been designed specifically for use by the children to reinforce the classroom presentation. Take-home pamphlets are directed toward parental use. Approximately 8,000 pieces of printed material are distributed to children and parents each semester.

The structured classroom component has recently been augmented by the addition of the "Fire Safety House" training simulator, which provides fifth and sixth grade students with an opportunity to put into practice the fire escape concepts they have learned in the classroom. During April and May the two-story house is taken to the schools where approximately 1,150 students practice fire escape procedures.

A unique factor in the program is that the public education specialist, Carol Vineyard, was hired to develop and implement the program without any prior experience in the fire service. The criteria for the position focused on credentials as an educator/teacher.

It is also somewhat unusual for one person to be responsible for teaching all of the classes. This arrangement does a great deal to strengthen the continuity of the program. Vineyard knows exactly what was taught in previous grades and how. The approach for the next grade can build on this. In addition, the students have come to think of the "fire safety lady" as a special friend.

The foundation for this program began, and, 10 years later, the program is not only still in operation but has expanded.

Results: Periodically the teachers are asked to evaluate the educational soundness of the program. In the most recent survey 89 evaluation forms were returned. Responses were extremely positive. To the question "Was the topic of value to your age group?" all 89 respondents marked "very much."

Comments from parents also indicate the value of the program. Typical comments are: "We couldn't do anything else until we had completed our home safety check." "My child bugged me until we made a fire escape plan." "We had to test our smoke alarm because the 'fire safety lady' said to."

The real proof that learning has occurred, however, is demonstrated when a person can recall information and act upon it when the need arises--especially in an emergency situation.

Salina had three separate documented fire incidents of life-threatening proportions during a 5-year period in which young people responded in a manner that saved not only their own life, but the lives of other family members as well--a total of seven lives saved. In each instance both youth and parents credited the Fire Department's school fire safety education program with providing the necessary skills for survival.

In the first incident, a mother was immobilized by fear when she realized that she and her two children were trapped in the bedroom by a fire that had totally involved the living room. The 11-year-old daughter took command of the situation and led the escape through a bedroom window. The 6-year-old boy reported getting down on the floor so he could breathe until the window was broken.

In another incident, a sixth grade girl, Yvette Loud, was alone with two young sisters when a fire occurred in the night. For her action in leading her sisters out the window of their smoke-filled, burning apartment in the middle of the night, this 12-year-old was awarded the Hartford Insurance Company's Silver Medal Award.

In a third incident, a fourth grade girl's nightgown caught fire from the fireplace. She explained, "I stopped, dropped, and rolled--just like we learned in kindergarten." She was badly burned, but much less so than if she had panicked.

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Case Study #7: Salt Lake County Fire Department (Utah): Take a Fire to School Program

<i>Jurisdiction:</i>	Suburban/Rural
<i>Target Group:</i>	Elementary schoolchildren
<i>Subject:</i>	Home hazard reduction; home fire escape plans
<i>Evaluation Measures:</i>	Anecdotes; participation level; behavior change

The Salt Lake County Fire Department presents a comprehensive set of child safety and health programs in 75 elementary schools. Firefighters conduct the fire safety programs, while emergency medical service (EMS) personnel focus on first aid, traffic safety, and even drug abuse prevention presentations.

The fire safety component of the program is the heart of the Department's child safety program. It began after two children died in a fire when they ignited clothing in a closet while playing with cigarette lighters. To bring home the danger of this behavior, the Fire Department staff has for several years presented a dramatic demonstration in the schools. They set up a retail display rack with clothing on it and ignite the clothing so the children can see what happens. This experience is followed by, a fire safety assembly. All materials for the program have been approved by mental health professionals, and the Department takes extensive safety precautions whenever presenting this demonstration.

The Department also presents a professionally staged fire safety and basic child safety musical play that was developed with the help of a university.

The kindergarten program brings firefighters and a 911 operator into the classroom to teach stop, drop, and roll; crawl low in smoke; firefighters are your friends; cool the burn; and call 911. The focus is on playing with the children while teaching and allowing the kindergartners to practice what they have learned.

Results: A number of instances have occurred in which children have been saved from injury or death by remembering what they learned in one of the Salt Lake County Fire Department's school presentations. In one case, Mary Beth Chipman, a 5-year-old, smelled fire and went to the kitchen. Someone had left a trail of potato chips near the stove that had ignited, spreading fire to the kitchen counter. Remembering what she had learned in the kindergarten show, she called 911 to report the fire, although she stayed in the kitchen to do so. The operator asked who was there with her and instructed the little girl to take her brother from the high chair. When the Fire Department arrived, she and her brother were safe in the front yard. Without that key first step of calling 911, this could have become a serious injury or fatal incident.

In another case, two brothers were playing with matches and lighting candles in their living room, when one of the boys ignited his clothing. He had participated in the kindergarten program just a week or two before, immediately remembered to stop, drop, and roll, and was able to put out the fire. The boy suffered only minor, first-degree burns.

These examples show not only the effectiveness of the program, but also where it needs to improve the message and motivation (in the first case, getting out of the house quickly; in the second, not playing with matches).

**Case Study #8: Evanston Fire Department (Illinois):
Middle School Burn Prevention Education**

<i>Jurisdiction:</i>	Medium-size city
<i>Target Group:</i>	Grades 6, 7, and 8
<i>Subject:</i>	Burn prevention and escape
<i>Evaluation Measures:</i>	Burn admissions

Chief Thomas Linkowski and Dr. Charles Drueck, Director of the Grainger Burn Unit at Evanston Hospital, devised a 45-minute burn education program for sixth, seventh, and eighth graders. It covered smoke detectors, prevention, and how to escape a fire. Included were realistic slides of actual burn injuries and local dwellings that had had fires. The program emphasized how the fires and burns could have been prevented. It presented the information in a no-nonsense, no-gimmicks manner.

Getting this program into the middle schools required an average of three meetings and several telephone conversations with each of nine middle school principals. The schools eventually cooperated, and the program now reaches every middle school student in the city. The fire department offers the program every other year to all three grades. Half the students thus get it in the sixth grade, with a refresher in the eighth grade. After an 8-year period, the program reached 16,000 students and 900 teachers.

Results: Prior to the program, the burn center admitted about 100 serious burn cases every year, of whom 25 were children under the age of 14. In the first year after the first burn prevention presentations were offered, not a single child in Evanston had to be admitted to the Burn Center. The number of seriously burned children has remained extremely low since then, and the Burn Center has closed down, partly due to the decrease in admissions of Evanston children.

When Linkowski and Drueck first gave the talks, they asked the kids how many had smoke detectors in their homes. Only a few would raise their hands. Now, approximately 95 percent respond affirmatively.

The success of the program has been attributed to three factors: "First, two highly competent professionals talked of fire and burns from their own different vantage points. Second, they used no childish gimmicks. They gave the information to the students using real examples and slides, always stressing that each case could have been prevented. Finally, they did not talk down to the students. Both spoke directly to the audience in a professional manner, recognizing that the students are intelligent individuals who can understand the problem as presented and react to the lessons taught."

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Activity 1.7

"Public Ed of the Future"

Purpose

To participate in the building of a model of "Public Ed of the Future."

Directions

1. Review the list of trends. Determine how the trend list affects your programs. How does this affect you?
2. In small groups build the model of "Public Ed of the Future."
3. Use an easel pad to answer questions 1 and 2 above.
4. After preparation, make presentations of your projected models to the remainder of the class.

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Activity 1.7 (cont'd)

Trends In Education Which Influence Fire Service Public Education Program Delivery

- That new technologies (computers, iPhones, iPads, laptops, etc.) will mean that audiences will expect greater delivery sophistication.
- That classroom experiences are changing; there is more independent access to information, more interaction and self-learning activity (student centered learning).
- That the role of teacher/educator also is changing, to be less of an "instructor" and more of a "facilitator" and "learning manager."
- That the role of the fire service is expanding dramatically, into multithreat incidents, into prevention and education, into community service, as well as into the traditional firefighting incidents.
- That the work force in the fire service community now includes more women and minorities; they bring new resources to the community service efforts.
- That family structure in the United States is changing significantly: smaller families, single parents, "latchkey kids," more elderly, more isolation, etc.
- That more people are living in (or next to) wildland areas which formerly were isolated from centers of population.
- Families spend more time at home (television, computers, electronic games, etc.) placing them more in an at-risk situation.
- Consumerism is on the rise; people expect good value and quality in service; they are active in letting their expectations be known; they are willing to pay for quality.
- Ethnic groups have rediscovered their languages and cultures; they expect respect and an understanding of cultural differences from public service organizations.
- Peers, mentors, and community representatives are used more in reaching out to the different segments of a community.
- Community leadership is demanding long-range (strategic) planning and priority-setting for service programs, to assure maximum use of limited resources.

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UNIT 2: ANALYSIS

TERMINAL OBJECTIVES

Given a target audience, an identified fire or life safety problem, an outcome objective, and community information, the students will be able to:

1. *Identify the pertinent characteristics of the fire or life safety problem required for planning and delivering a prevention education presentation.*
2. *Identify the pertinent characteristics of the target audience required for planning and delivering a prevention education presentation.*

ENABLING OBJECTIVES

The students will:

1. *Summarize the effects of each of the following social, cultural, and economic factors on the design and delivery of fire and life safety education programs:*
 - a. *Community history.*
 - b. *Educational level.*
 - c. *Family structure.*
 - d. *Cultural heritage.*
 - e. *Religion.*
 - f. *Age/Developmental stage.*
 - g. *Income.*
 - h. *Language.*
 - i. *Physical/Mental challenges.*
 - j. *Group values.*

ANALYSIS

2. *Given a fire or life safety education scenario, fire or injury problem, target audience, and a Presentation Analysis Worksheet:
 - a. *Identify the characteristics of the fire or injury problem and the target audience.*
 - b. *Explain the effect of the characteristics on the design, planning, and delivery of a prevention education presentation.**
3. *Given a fire or life safety education scenario, a fire or injury problem, and a target audience, determine at least four elements of information on the fire or injury problem and the target audience required to prepare and deliver an educational presentation.*
4. *Given information on a community's fire and injury problem, prioritize the problems to be targeted by a fire or life safety education program into high, moderate, or minimal priorities.*

INTRODUCTION

For many years, the concept of public education was taking the fire engine to the school during Fire Prevention Week and showing the kids the equipment. While this was great entertainment for the kids, it did little to reduce the human loss from fire.

Other educational efforts took a shotgun approach to try to solve all the fire safety problems in the neighborhood. This approach took the resources of the fire department and applied them to many different problems. (See Figure 2-1.) In those days the public education resources within any department were scarce. This approach resulted in very little success in solving any of the problems.



Figure 2-1
Shotgun Approach

As the fire service has evolved, the concept of public education has matured into a valid profession within the fire service. The trips to the school have been supplemented with well-planned, professional presentations based on identified problems. This trend will continue into the future.

Public education and injury prevention programs in the future will use a targeted approach; instead of trying to solve every fire or injury problem, the organization will identify the most serious problems through careful analysis and put their resources toward solving that high-priority problem. This new approach also will involve the entire community. Few organizations today have enough resources to solve even one problem. Organizations and individuals from throughout the community will be brought together and their resources combined to solve one problem at a time. (See Figure 2-2.)



Figure 2-2
Analytical Approach

This new approach to public education will require the educator to analyze the local fire and injury problem, the people affected by the problem, and the resources available to solve the problem. The public educator will use the same methods of analysis to plan individual presentations by considering the needs and experiences of the audience.

OVERVIEW OF ANALYSIS

Analysis is a process that breaks a problem or a target audience into smaller parts to gain insight on the nature of the problem or the characteristics of the target audience. Analysis is the first step in the development of an effective public education program, or of an individual presentation. By conducting an analysis of the fire or injury problem, the public educator develops an objective picture of the situation, and can determine more effectively the best type of program and presentation for the specific problem or audience.

It is important to remember that analysis is a planned process with a distinct series of steps. The steps define the process and provide benchmarks to indicate progress. Just like any other process, analysis requires ongoing management by the public educator. Because situations and people change, analysis must be ongoing.

Information Commonly Analyzed

Many different types of information can be analyzed. Generally, the type of problem and specific neighborhood requirements will determine the information that requires analysis. The most common types of information include

- public education program activity;
- fire loss or injury statistics;
- cultural information;
- neighborhood information;
- attitudes and values of neighborhood; and
- organizational structure.

Benefits of Analysis

There are many tangible benefits to conducting an analysis. The most obvious benefit is that it helps you to meet your **outcome objective** more effectively. The outcome objective is the desired result of your educational presentation. In addition, when analysis is done correctly it:

- produces objective information on problems and people;
- identifies characteristics of a target audience;
- breaks the fire or injury problem into an understandable sequence of events;
- identifies the resources needed to develop an effective presentation;

- identifies the resources available to the public educator to assist with the presentation;
- helps the public educator to maximize resources by targeting specific resources to specific needs; and
- assists the public educator and other management personnel in making effective decisions.

Limitations of Analysis

Just like any other process, analysis has limitations. Many times, the information you gather must be decoded before it can be used. For example, you may gather information on the frequency of burns to children in a community. However, you may need to get the help of the health department to determine how that information can be used in a burn prevention presentation.

The process also requires planning time; the process itself must be planned. You must determine the information you need, where to get the information, how to gather the information, etc. If time is not spent planning the process before you put it into action, it may not provide the information you need, or it may provide inaccurate information. Either way, the process will not be a benefit to you in achieving your objective.

Do not hesitate to seek the assistance of others in the community, if needed. Analysis may be a new process to you, a process that requires some guidance the first time it is done. Sources of assistance in the community include

- teachers at local schools or colleges;
- health department officials;
- city or county planners; and
- department of social services.

TYPES OF INFORMATION

The information that you will most commonly analyze for public education can be divided into two categories:

- problem-related information; and
- people-related information.

For any fire or injury issue, you will need both types of information to plan and prepare a presentation. The information provided by analysis of problem and people is illustrated in Figure 2-3.

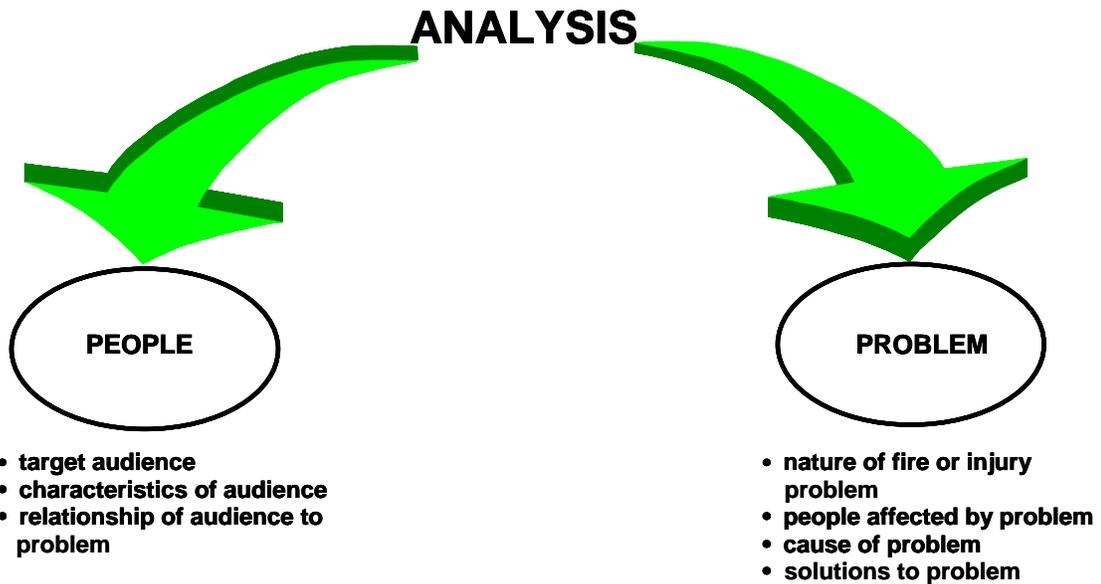


Figure 2-3
Information Provided by Analysis

Problem-Related Information

Problem-related information is information on a specific fire or injury issue in the community. This information will help you to:

- understand the nature of the problem;
- identify the people affected by the problem;
- understand the actual cause of the problem; and
- identify potential solutions to the problem.

For example, in a community that has had a significant increase in the number of cooking-related fires in the last year. Analysis of the problem might reveal that:

- The fires are occurring primarily on weekend nights between 12:00 a.m. and 3:00 a.m.
- The people involved in the fires are single males living in apartments. Generally they have been at parties and have been drinking prior to coming home.
- The most common cause was starting food on the stove and then falling asleep.
- A solution is to provide educational presentations at the apartment communities in the affected areas.

People-Related Information

People-related information includes information on the characteristics of the **target audience**. The target audience is the specific audience affected by the problem, or the audience at which an educational presentation is aimed. In most cases, the people affected by the problem are those targeted for the presentation. However, for some problems they can be different. For example, infant children often are affected by scald burns in bathtubs. The target audience for an education presentation would be the parents, since the infants have no control over the situation.

An analysis of the target audience defines the characteristics of the audience. The characteristics are the attributes of the audience that will affect the planning and delivery of your presentation. In addition to affecting the presentation, the characteristics may have an impact on the specific fire or injury problem. For example, an analysis of a target audience might reveal that they do not speak English. This would require an interpreter for the presentation. The language barrier also might increase fire risk, since the target audience cannot read instructions for such things as electrical appliances, smoke detectors, etc.

Target Audience Characteristics

Ten characteristics which require analysis in any target audience are

- community history;
- educational level of the audience;
- family structure;
- cultural heritage;
- religion;
- age/developmental stage;
- income;
- language;
- physical/mental challenges; and
- group values.

It is critical to avoid stereotyping any group of people with a specific characteristic. Even though there are groups of people with similar characteristics, each group or target audience is unique and must be considered as a unique, individual group of people.

Community History: This is information about the community that will affect the problem or the presentation. For example, a community may have had a recent fire, which resulted in a fatality. That information can be used to build a motivational segment in the presentation. Another example is previous fire department activity in the community.

Educational Level: The educational level of the target audience will determine the vocabulary the educator will use, the level of understanding of the fire or injury problem, etc. A low level of education does not mean that the educator should "speak down" to the audience, but that the message should be tailored so that it will be understood by the audience.

Family Structure: Family structure can have a direct effect on the fire and injury problem and the delivery methods used with the target audience. For example, juvenile fire setting is more common among children of working, single-parent families. Also, if the target audience is single mothers, the presentation should be sensitive to their dual-parent role and to the resources available to the parent.

Cultural Heritage: **Culture** is the social, religious, and intellectual characteristics of a specific society or group of people. The culture of a given target audience will affect the nature of the fire or injury problem and the methods required to effectively communicate the safety message. The culture may increase the risk of fire due to activities in the home or workplace. For example, some cultures use candles to celebrate holidays. This practice increases the fire risk. In addition, cultural characteristics may overlap into other characteristics such as religion and family structure. The Hispanic culture uses candles to celebrate Christmas and other holidays. This behavior also is part of the Roman Catholic religion. Because the Hispanic culture encourages strong intergenerational family ties, this becomes an important characteristic under Family Structure as well.

Religion: Behaviors unique to specific religions are similar to cultural characteristics. An important religious characteristic is the relationship between the church and members of the target audience. Some religions foster close bonds with their members, while others do not. Some religions become actively involved with the target audience. In these cases, the church may be the best way to reach the target audience.

Age/Developmental Stage: This characteristic will directly affect the presentation methods used by the public educator. The proper instructional methods for one age group may be completely different from those for another age group. For example, the methods used for preschool children are very different from those used for teenagers. You also must consider the developmental stages of target audiences consisting of the mentally challenged. The participants may be adults, but have the mental development of young children.

Income: Generally, income will affect the solutions available for a fire or injury problem. For example, if the target audience is on a fixed or low income, it may not be able to afford smoke detectors. The public educator would have to consider supplying the smoke detectors. The solutions in the presentation must be financially feasible for the target audience. Income also may affect the relative fire or injury risk of the target audience. Fire risk tends to decrease as affluence increases.

Language: There are a variety of different cultures in the United States. Many of those include new immigrants from the Caribbean and Southeast Asia. Target audiences in these cultures may not read, speak, or understand English. The public educator must accommodate these individuals.

There also are different groups, such as teenagers, who are fluent in English but use slang terms and expressions. You must recognize this and be prepared to use their terms and expressions if necessary.

Physical/Mental Challenges: Many target audiences will include people who are physically and mentally challenged. The public educator needs to ensure that those individuals have access to the presentation. Also, you need to anticipate questions about modifying fire and injury prevention behaviors to allow for specific situations. For example, a person in a wheelchair can't Stop, Drop, and Roll. An alternative method is to use a blanket or towel to smother the fire.

Group Values: **Group values** are those values developed and maintained by a specific group due to its experiences. For example, teenage gangs in urban areas have specific values that are different from the local culture. These gangs may place a high value on fire setting activity. Another example is the high value placed on community service by civic and fraternal organizations.

Another element of information about the target audience, which needs to be considered, is the relationship between it and the fire or injury problem. In other words, the **ways the audience is involved with the problem**. Consider the following questions:

- Why is the target audience affected by the problem?
- Which characteristic(s) are contributing to the fire or injury problem?
- What habits or behaviors of the target audience are contributing to the fire or injury problem?

By carefully analyzing the characteristics of the target audience and the relationship of the target audience to the problem, you can

- determine the best instructional methods to use in the educational presentation;
- tailor the message so that it relates to the target audience's unique experience and needs;
- relate to the audience as **people** who have a specific fire or injury problem and who need your help; and
- determine the best, most achievable solutions to the problem.

A final note on target audiences and their characteristics. Fire and injury problems are community problems. A community is made up of different, unique groups of people. This is the **cultural diversity** of the community. If you are to be successful in public education, you must respect this diversity within the community. It is up to you to develop your message based on that diversity and the characteristics of the audience. If you attempt to change the audience to fit the message, your chances for success are slim; make the message fit the audience! This simple rule will greatly improve your chances of achieving your objective.

PROBLEM/AUDIENCE ANALYSIS

Before analysis of an audience or problem can be accomplished, each step in the analysis process must be considered carefully and a plan must be developed for completing each step. The steps for analyzing your fire or injury problem are listed below.

Step 1: Define the Problem

The first step is to consider carefully the fire or injury problem in the neighborhood. This is accomplished by analyzing any data that give you a picture of the problem. Common sources of these data are

- fire department incident reports;
- ambulance reports;
- reports from social services and health departments;
- coroner's reports;
- insurance reports; and
- hospital reports.

These reports usually can be accessed by contacting the individual organization, and explaining the need for the information. Because of the different formats of the reports, compiling the information may require some decoding. An example of an incident report is shown in Figure 2-4.

ANALYSIS

**COLORADO SPRINGS FIRE DEPARTMENT
INCIDENT FORM**

Page _____ of _____

GENERAL RESPONSE INFORMATION	1. Incident #	2. Exp. #	3. Total Exp	4. Alarm Date Mo-Day-Yr	5. Duty	6. No. of Alarms	7. First Arriving Co.	
	8. Dispatched		9. Arrived		10. In Service		11. TUC	
	12. Situation		13. Action		14. Correct Address (No., Direction, Street)			15. ZIP Code
	16. Zone		17. Fixed Property Use		18. Weather		19. Temperature	20. Mutual Aid
	21. Occupant Name (Last, First, MI)				22. Address (No., Direction, Street)			23. Phone
	24. Owner Name (Last, First, MI)				25. Address (No., Direction, Street)			26. Phone
	Personnel Involved							
	27. LC. Initials:	28. Officers Initials:	29. Drivers Initials:	30. Initials:	31. Initials:	32. Initials:	33. Initials:	34. Initials:

ALL FIRES	35. Area of Fire Origin	36. Level of Fire Origin	37. Ignition Factor	38. Form of Heat of Ignit.	39. Type of Mat. Ignit.	40. Form of Mat. Ignit.	41. Cont. Factor	42. Ext. Method
	43. Equip. Involved	44. Make	45. Model	46. Year	47. Serial # / VIN			
	48. Mobile Prop. Code	49. Make	50. Model	51. Year	52. Serial # / VIN			
	53. License #	54. State	<i>Natural Cover Fires:</i>	55. Fuel Model	56. Acres Burned	57. Est. Property Loss	58. Est. Total Value	

STRUCTURAL FIRES	59. Construction Type	60. Roof Type	61. # of Stories	62. Extent of Flame Damage	63. Extent of Smoke Damage		
	<i>If Fire Spread Is Beyond Room of Origin</i>	<i>Material Generating Most Smoke:</i>		64. Type of Material	65. Form of Material	66. Route of Smoke Travel	
		<i>Material Generating Most Flame:</i>		67. Type of Material	68. Form of Material	69. Fire Stage on Arrival	
	<i>Detection System:</i>	70. Type	71. Performance	72. Failure	73. Power		
	<i>Extinguishing System:</i>	74. Type	75. Performance	76. Failure	77. Power		
	<i>Sprinkler Heads Operating:</i>	78. Type	79. # of Heads	80. Type	81. # of Heads		

Number of Injuries		Number of Fatalities	
82. Fire Service	83. Other	84. Fire Service	85. Other

86. Officer in Charge: (signature)		87. Initials	88. Date
89. Member Writing Report: (signature)		90. Initials	91. Date
92. PD Case #			

FD 126-92 (Company)

**Figure 2-4
Fire Department Incident Report
Colorado Springs Fire Department**

Information that needs to be compiled from the different reports includes

- types of fires or injuries;
- locations of the incidents;
- most frequent times of the incidents;
- causes of the incidents; and
- unusual circumstances contributing to the problem.

When reviewing the information, look for any patterns or similarities between each incident. You are not always looking for the worst single incident, but rather the types of incidents that are occurring most frequently, the incidents with the same causes, and the incidents that cause the most harm to people or property.

Step 2: Define Who is Affected by the Problem

The next step is to define the group of people affected by the problem. This information also is available in the data from Step 1. However, additional information on specific audiences is available from advocacy groups representing the audience. For example, information on fire and injury problems of senior citizens is available from the AARP.

The purpose of defining the target audience is to identify the group of people that will receive the educational presentations. In most cases these will be the people directly affected by the problem. However, sometimes the target audience will not be the group affected by the problem, but rather a group that can have influence on the victims or on the problem itself. An example of this type of situation was provided on SM page 2-7.

The identification of the target audience is crucial to the success of the analysis process. The development of the program and the individual presentations is based on the characteristics of the target audience. If the audience selected cannot affect the problem, the outcome objectives may not be achieved. It is always best to be on target the first time; it is the only chance you may have in many instances.

Step 3: Identify Pertinent Target Audience Characteristics

Once the target audience has been identified, the next step is to determine which characteristics of the target audience are going to affect your presentation. You also should determine if any of the characteristics contribute to the fire or injury problem.

The best method of analyzing the characteristics is to use a worksheet with the ten characteristics listed. Such a worksheet is used in **Activity 2.2**. Refer to the worksheet and familiarize yourself with the format. An example of a survey used by the Portland, Oregon, Fire Department to develop characteristics of an audience prior to a smoke detector campaign is shown in Figure 2-5.

SURVEY FOR FIRE SAFETY

Introduction: Hello, my name is _____ and I'm doing a survey for the Portland Fire Bureau (show ID)

1a. Are there any smoke detectors such as this (show detectors) in this home/apartment?

- Yes (if yes, go to 1b)
 No (if no, go to 2)

1b. (If yes) How many?

- 1 2+

1c. Where are they located? **(do not read response)**

- Protecting sleeping area
 On each level
 Not on all levels
 Probably no detector

1d. Is it (are they) in working order? **(do not read responses)**

- Yes (if yes, go to 1e)
 No (if no, go to 2)
 Not sure

1e. How do you know? **(do not read responses)**

- Tested with button
 Tested with smoke
 Tested when cooking
 Light is on
 Other, specify: _____
-

**Figure 2-5
Target Audience Survey
Portland Oregon Fire Department**

In some cases you may not have any of the information needed to complete an analysis of the target audience. If you are not familiar with the target audience, consider seeking assistance from the following resources:

- advocacy groups;
- department of social services;
- school counselors;
- colleges;
- government agencies such as the Immigration and Naturalization Service (INS);
- libraries;
- health department; and
- local churches and religious organizations.

When analyzing the characteristics, consider how each will affect a presentation, and the impact it has on the problem. It is not enough simply to note a characteristic; you must

understand its effect and how to overcome it in the presentation. You also must consider its impact on a solution to the problem. Consider the following questions when determining the relationship between the target audience and the problem.

- Why is the target audience affected by the problem?
- Which characteristic(s) are contributing to the fire or injury problem?
- What habits or behaviors of the target audience are contributing to the fire or injury problem?

For example, you might have a burn injury problem caused by migrant farm workers using gasoline as a solvent. When analyzing the target audience characteristics you find that the migrant workers do not understand English, cannot read English, and do not understand hazard symbols. They may not accept a safety presentation from someone outside their group. This means your presentation must be delivered in Spanish, and preferably by someone they will accept. The presentation should include information on hazard symbols as well as the dangers of using gasoline. If hazard symbols are not being used, you may need to provide them for the flammable liquid containers as part of the solution.

Step 4: Identify a Possible Solution

Any solution for a fire or injury problem must consider the target audience and its relationship to the problem. You must develop a solution that can be

- communicated to the target audience in a manner that is understood and positively accepted; and
- put into effect by the target audience.

Some possible solutions to a fire or injury problem may not be acceptable to the target audience. For example, for an older target audience, the best solution to reducing cooking fires might be to eliminate cooking altogether and have the meals provided by a social services organization. This solution challenges the independence of the target audience, and would not be accepted. In addition, your credibility with the target audience could be destroyed because of your lack of understanding of the members' situation. A better solution would be to educate the target audience on safe cooking methods; this would allow them to cook in the home or apartment, but would reduce the risk of fire.

Another example of an unacceptable solution would be to recommend smoke detector installation to an audience in wheelchairs. The target audience is not able to install the detectors. A better solution would be to develop a program that would provide **and** mount the detectors for the target audience. This ensures that the solution can be achieved by the target audience.

Remember, your message and solution must be tailored to the target audience! Don't expect to be able to adapt a target audience to your solution and to a message that does not consider its experiences, values, needs, etc.

RESOURCES

One of the biggest challenges facing you probably will be acquiring the necessary resources to provide effective presentations. Typically, any single organization dedicated to injury prevention does not have all the necessary resources to solve the problem. This requires that the organization team up with other individuals and organizations with similar interests and objectives.

In your analysis of the problem and the target audience and the development of your presentation, you will need resources that can

- provide information on the fire or injury problem;
- provide information on the target audience; and
- provide assistance in the delivery of the presentation.

These resources are accessible. You simply have to know where to look and what you are looking for. Many public educators have been frustrated when trying to develop resources because they didn't take the time to identify what it was they really needed. The best way to determine needed resources is to review the information in the analysis worksheet. The worksheet will

- identify any gaps in information that will require research;
- identify specific types of information that are needed; and
- identify any assistance that might be needed in developing or delivering the presentation.

Once you know the information or assistance required, you should make an inventory of the resources that can provide it. These resources may be found within the organization, locally in the community, on a statewide basis, or nationally in government agencies, companies, or organizations.

The resources needed will be determined by the specific problem and target audience. Consider the following resources when developing your inventory.

Organizational Resources

- investigators;
- former teachers;
- members of the target audience; and
- members who have been victims of the problem.

Local Resources

- civic organizations;
- health department;
- health-care providers;
- social services;
- planning department;
- hospitals;
- special interest/advocacy groups;
- library;
- coroner;
- colleges;
- insurance agents; and
- other fire departments.

State Resources

- Fire Marshal's Office;
- Health Department;
- social services;
- Department of Education;
- Attorney General;
- Department of Insurance; and
- other fire service organizations.

Federal/National Resources

- United States Fire Administration;
- National Fire Protection Association;
- National Volunteer Fire Council;
- insurance companies;
- Department of Health and Human Services;
- Safe Kids Coalition;
- AARP;
- Centers for Disease Control and Prevention; and
- National Association for the Education of Young Children.

Most resources can be developed locally. Your local library usually can provide information on the organizations within the community. Another good source of information on resources is other injury prevention organizations such as the health department or the department of social services. In most cases, these organizations have been providing injury presentation education longer than the fire department and already have developed a network of resources.

An important federal source of information and resources is the United States Fire Administration (USFA). The USFA can provide at no cost:

- materials for use in public education presentations, such as media kits and brochures;
- data on fire causes and fire losses from throughout the United States; and
- reports on major fires in the United States.

Public educators always have appreciated the saying "Don't reinvent the wheel." The USFA provides information on successful public education programs in three separate documents. These documents are helpful in providing points of contact for other departments with problems similar to yours. The documents are *Fire Service Programs Across America*, and *Public Fire Education Resource Directory*.

Once you have identified the information or assistance you need, you must determine where that information or assistance is available. To do this, you must match the need with the resources in your inventory. Consider the following questions.

- What organization is currently providing education programs for this specific problem or target audience?
- What individual or organization frequently interacts with the target audience?
- What individual or organization represents the interests of the target audience?
- What individual or organization could provide assistance in delivering the presentation?

In most communities there will be several organizations providing prevention education on the same problem. For example, most school curricula include general fire safety. Local insurance agents already may be providing presentations to elementary schools on fire safety. By bringing these different organizations together, resources can be combined into one program for the schools. Also consider past prevention efforts targeted at your problem. Experience can offer solutions and wisdom that can be gained only from developing and delivering a program. Other injury prevention organizations can provide information on past prevention efforts, their success, the problems encountered, etc.

Individuals or organizations that frequently interact with a target audience are excellent sources of information on the characteristics of the target audience. They also can provide assistance in reaching the target audience with information on available prevention programs and, in some cases, even provide the educational presentations to the target audience. Remember, people who already are interacting with the target audience have probably gained its respect and have established credibility. These two assets are invaluable for a successful program.

For most target audiences there are individuals or organizations which represent the interests of the target audience. These can be governmental agencies such as schools, or the department of social services. They can be social and civic organizations such as women's clubs and Rotary Clubs. They can also be special- interest advocacy groups such as the Urban League and the National Association for the Advancement of Colored People (NAACP). One of the best groups of organizations that represents the interests of target audiences is churches and the clergy. These individuals and organizations provide access to the target audience. They also may be able to help you develop other needed resources, such as materials and money, and to provide personnel to assist in presentations.

PRIORITIZING EDUCATIONAL EFFORTS

Another application of analysis is prioritizing the fire and injury problems in the community to determine which are the highest priorities. The most successful public education programs select the highest priority problems and direct their resources at those problems. The days of trying to solve every problem at the same time are over. Organizations simply do not have the resources to do "shotgun" education effectively. Even though you may not be responsible for determining overall program goals, it is important that you understand this process.

Some advantages of prioritizing educational efforts follow.

- Allowing an organization or group of organizations to consolidate resources into one program for a specific problem maximizes the resources of the community.
- An increase in the effectiveness of the program will result, and the likelihood is that the program goals will be achieved. It is much easier to measure the success of a targeted program than a program that is trying to solve many different problems.

Analyzing problems and designating them as high, moderate, or minimal priority require the public educator to make value judgments. At times, the decisions are clear because of the severity of the problem. However, many times the answers are not so clear; this requires the public educator to apply the values of the organization and the community when making a decision.

When prioritizing, the public educator must have a clear understanding of the fire or injury problems in the community. This should have been accomplished when identifying the fire or injury problem; if not, it must be done **before** attempting to prioritize the problems. Do not count solely on your intuition or individual experience to make the decision. Few educators have a clear understanding of the overall fire and injury problem in the neighborhood without an analysis.

After analyzing the problem and gathering your information, consider the following questions to help you prioritize the problems.

- What is the personal and financial impact on the target audience?
- What is the frequency of the problem?
- What is the severity of the problem?
- What is the probability of the problem increasing without intervention?
- What current programs target the problem?

Whoever is responsible for prioritizing the problems must weigh the factors and determine which are most important to the organization and to the community.

This is where value judgments must be applied. Unfortunately, there is no formula or checklist to help make this decision. The problems should be classified as high, moderate, or minimal priority. After prioritizing the problems, programs and presentations based on achievable outcome objectives can be developed.

SUMMARY

Effective public education presentations begin with an analysis of the problem and the people who are victims of the problem. Analysis is a planned, systematic process that requires an investment of time. This process is most effective when used for every presentation. Even though problems and audiences are similar, they are each uniquely different and deserve individual consideration.

When analysis is done appropriately, it provides

- valuable information on the nature of the fire or injury problem;
- information necessary to prioritize educational efforts;
- the characteristics of the audience;
- the best solutions to the problem; and
- information on resources available to the public educator.

The most important benefit of analysis is that it greatly increases the probability of achieving the outcome objectives and reducing the fire and injury problem in the community.

In Unit 3 you will use the information obtained by analyzing your needs and available resources and begin developing networks with other organizations. This networking will expand the resources that can be used on the problem; it will turn community problems into community solutions.

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Activity 2.1

Getting Started

Purpose

To recognize the importance of analysis in establishing a public education program, and the importance of the information gathered through analysis.

Directions

You have been assigned to a special team to develop a fire and life safety education program in a foreign country. You have access to any resource you need such as videos, A/V equipment, lesson plans, etc. However, you must identify the resources needed **before** you leave for the foreign country. Determine what information is needed about the foreign country and its problems so that you can choose the appropriate resources. Record your information on an easel pad.

Select a spokesperson to present your information to the class. You have 15 minutes to complete the activity.

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Activity 2.2

Problem/Audience Analysis

Purpose

To develop the skills necessary to identify and describe the pertinent characteristics of a fire or injury problem and of the target audience. These skills are used to analyze problems and target audiences effectively in neighborhood situations.

Directions

Using the information in the scenario assigned to your group, complete the activity worksheet. Be sure to identify the effects of each characteristic on the planning and delivery of the educational presentation. Record important characteristics on an easel pad. Select a spokesperson to present your information to the class. You have 15 minutes to complete the activity.

Example Scenario

You are assigned to deliver a presentation at the local women's club on holiday fire safety. The neighborhood is of eastern European heritage, a culture that uses many candles to celebrate holidays. The neighborhood is middle class and very stable. In the past, the fire department has been welcomed by the neighborhood and has had success with public education programs. The request for the presentation came because of a fire last year in December, which resulted in a home being destroyed. Your objective is to reduce the use of candles to celebrate holidays.

Scenario One

You are assigned to give a presentation on injury prevention to a group of Hispanic senior citizens at the neighborhood community center. The presentation was scheduled after a survey revealed that many of the seniors did not have bathtub rails. Most of those attending are on fixed incomes. Several are in wheelchairs. This is the first time any fire department representative has made a presentation to the group. Your objective is to convince the participants to mount and use bathtub rails.

Scenario Two

You are asked to make a presentation on home escape plans to young parents in an upper-class neighborhood. The participants primarily are professionals with preschool children. A recent fire, which claimed the lives of three children led to the request for the presentation. Your objective is to convince the target audience to develop and practice home escape plans.

Scenario Three

You are assigned to give a presentation on cooking fire safety to a group of Southeast Asian immigrants. The immigrants are low income and live in government housing. They have been in this country less than one year. Your department has seen a dramatic increase in the number of fires in the immigrant housing due to careless cooking. Your objective is to demonstrate proper cooking methods on electric ranges.

Scenario Four

The incidence of pediatric scald burns has doubled among preschool children in the past year. Your engine company is assigned to present a burn prevention class to preschool children at neighborhood day-care centers. The children primarily are from single-parent, low-income families. Your objective is to teach the children to recognize and avoid burn dangers in the home.

Scenario Five

In the last 2 years cases of juvenile fire setting involving local middle school students have increased by 50 percent. Recently, one of those fires destroyed a garage near the school. Parents of the children complain that there is nothing for the children to do after school. Many of the parents say that "boys will be boys!" Many of the children involved are in teenage gangs. Your objective is to increase the awareness of the students at the middle school about the dangers and penalties of fire setting.

Scenario Six

The number of serious head injuries to children from bicycle accidents has increased dramatically during the first three months of the current school year. Almost without exception, the children receiving the injuries have not been wearing helmets. Also, the children are generally in elementary school. The problem seems to be occurring throughout the community.

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Activity 2.2 (cont'd)

Target Audience Worksheet

The target audience characteristics are listed below and on the following page. If a characteristic applies to your scenario, mark "yes" and describe how the characteristic applies to the problem and/or target audience. If it does not apply, mark "no" and proceed to the next characteristic.

COMMUNITY HISTORY

YES

NO

Describe:

EDUCATIONAL LEVEL

YES

NO

Describe:

FAMILY STRUCTURE

YES

NO

Describe:

CULTURAL HERITAGE

YES

NO

Describe:

RELIGION

YES

NO

Describe:

ANALYSIS

AGE/DEVELOPMENTAL STAGE

YES

NO

Describe:

INCOME

YES

NO

Describe:

LANGUAGE

YES

NO

Describe:

PHYSICAL/MENTAL CHALLENGES

YES

NO

Describe:

GROUP VALUES

YES

NO

Describe:

OTHER CHARACTERISTICS

YES

NO

Describe:

GLOSSARY

Analysis	Process of breaking a problem or audience into basic elements or characteristics. These elements or characteristics then can be used to develop a specific educational program.
Culture	The social, religious, and intellectual characteristics of a specific society or group of people.
Cultural Diversity	The different cultures contained within a single, larger population.
Group Values	The values maintained by a specific group or target audience.
Outcome Objective	A desired result at the end of an educational program or presentation, usually relating to a drop in injuries, deaths, etc.
Target Audience	A specific audience for which a prevention activity is intended.

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UNIT 3: NETWORKING

TERMINAL OBJECTIVE

The students will be able to collaborate effectively, in groups and individually, to enhance the development and delivery of fire and life safety education in their communities.

ENABLING OBJECTIVES

The students will:

- 1. State three reasons why networking with others in the public education field would be of benefit.*
 - 2. List at least three specific goals of a public education program they may work on.*
 - 3. Create a list of organizations in their communities that they perceive to have similar public education goals and interests as their own organizations.*
 - 4. Identify at least four benefits of working with representatives from organizations that share similar public education goals.*
 - 5. Identify potential barriers to working with representatives of other organizations and develop strategies to minimize them.*
 - 6. Demonstrate the ability to listen actively and to participate positively in a coalition activity.*
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NETWORKING, COLLABORATION, AND COALITIONS

Definitions

There are many benefits both for you and for your organization to be obtained from networking with others. There are various terms that have been used to refer to this process; it's important to identify some of these terms and to understand what each of them means. You can also find these terms in the glossary at the end of this manual.

Networking. This is the process of meeting others and of determining resources that others have that can assist you in accomplishing your goals and objectives. Networking usually is informal. The resources you can obtain include knowledge, information, financial support, or human resources, such as volunteers. The personal benefits are usually far greater than can be measured directly.

Collaboration. An evolution from networking, collaboration involves working with one or more people on a specific project. When you network with others, you identify who knows what about a subject, what their interests are, and what potential resources may be available. If you have a project to carry out, you're more successful when you draw together others who share this same goal, and conduct your project in a collaborative effort. Collaboration results in a commitment to participation in shared decisionmaking, and allocation of resources related to activities that respond to mutually identified needs.

Coalition. An alliance of factions, parties, etc., that come together for some specific purpose, particularly an alliance of those who share common goals is a coalition. Coalitions involve a variety of people, and may or may not produce a product. The purpose of the coalition may be to increase communication and understanding, or may include producing or disseminating products and materials.

Coalition-building. This is a continuous process of communication and ongoing work that enhances the presence and performance of each member.

How Networking Can Help

What resources should you look for? There are three primary resources to look for when networking:

Learning and information.

- You want to gain personal knowledge, insights, and information. This makes you a better public educator.

Support--financial and human resources.

- Educating the public takes a great deal of time, energy, and money.

- There are many more people to reach than there are resources to reach them.
- Networking helps you build relationships with other people and organizations that can help you reach more people, produce more products, and create a safer community.

Recognition.

- You might not think of recognition as a resource, but it is when the recognition pays off by preserving or increasing your budget and the staff to conduct your public education efforts.
- Remember, if the people who make decisions on funding and staffing do not think you are doing anything because they do not recognize the value of your work, you can lose resources.
- Letting other people know, both inside and outside your organization, about your activities will go a long way toward keeping your efforts on track and moving.

What benefits result?

Resources to look for when networking with others are those that are listed in the checklist for Activity 3.1. They are:

- increasing your own knowledge;
- learning new ways of doing things;
- gaining support;
- bringing recognition to your organization and your efforts;
- getting out consistent messages;
- enhancing the credibility of your organization; and
- increasing outreach.

GOALS FOR COLLABORATION

Working together on specific projects is called collaboration. When collaboration grows to include several representatives from a variety of organizations, this is called a coalition. Representatives from different organizations work together because of shared goals in public education.

Collaboration implies a structure by which organizational representatives decide together how to plan and act. Generally, written agreements or procedures exist or should be developed. Collaboration implies a style of work by which agencies and organizations deliberately decide to do things together as a group, rather than as individuals acting on their own initiative. Collaboration implies a sense of community in which members see

themselves as complementary and mutually supportive contributors to the whole community, and not as competitors. The concepts of successful collaboration include:

Shared goals and vision. Collaboration means that participants are willing to act together to meet a mutually identified need.

It also implies that the participants are willing to trust each other in carrying out the mission of the collaboration, while understanding that each participant might bring a different agenda to the table.

Developing a shared vision starts with understanding these differences and finding ways to meet the needs of the participants whenever possible.

The process continues with participants coming to consensus about the definition of the need or problem and developing a statement of purpose that guides the group in its decisionmaking and activities.

Skilled leadership. Collaborations usually begin with a small group of interested individuals brought together by a catalytic event or by common needs or values. All participants in this initial group have a stake in leadership and in the outcome.

A leader who demonstrates the following characteristics will emerge from within the group:

- comfort with consensus building and small-group process;
- respect from the community;
- knowledge of the issues addressed by the collaboration;
- skill in negotiating turf issues;
- belief in the process of collaboration;
- knowledge about the community and organizations in the community;
- skill and persuasiveness in oral and written communication; and
- time to commit to leadership.

Process orientation. Because participants always have their own agendas, it is important to maintain the focus on the agreed-upon mission while striving to meet participants' needs. Some form of conflict is natural as various parties engage in collaborative efforts. Change brings about a certain degree of discomfort and disagreements over turf. The key is to channel the conflict into useful solutions. Whenever conflict occurs, it must be addressed sensitively using effective communication skills.

Cultural diversity. Members of any culture need to examine their own assumptions about other cultures and act to correct misunderstandings. Collaborations can provide the "common ground" for this to occur. Participants need to devote the necessary time and energy to ensure that they communicate clearly with members of other cultural groups. Often the effort needed to communicate successfully with someone from another culture results in a new perspective on the topic and creative solutions to problems.

Membership-driven agenda. All participants should contribute resources to the collaborative effort. Many successful collaborations, especially at first, receive most of their resources from their members. But there should be a balance in the relative level of contributions from various participants. Sometimes organizations that contribute large amounts of resources acquire a disproportionate amount of power. While this is sometimes unavoidable, it can prevent other members from feeling included on an equal basis.

Multiple outreach opportunities. Successful collaborations seek to include as many segments of the community as are compatible with the purpose of the collaboration. Some collaborations purposely limit participation to ensure that members' goals are consistent with the group's mission. Strength comes from the diversity of the collaboration. Encouraging as much diversity as appropriate for the collaboration is important. Diversity can result in creativity, increased understanding, and enhanced political clout. Tokenism should be avoided. The group must be open, and involve all members in the process.

Accountability. Collaborations exist to achieve certain specified results. The process of developing a shared vision with appropriate goals and objectives should aim toward these clearly stated results. Accountability means specifying results anticipated at the outset and then monitoring progress on a continuous basis so that midcourse corrections can be made. Attention to accountability in the early stages of building the collaboration helps to avoid the temptation to promise too much, and it helps to set realistic expectations for the collaborators and those the collaboration seeks to serve.

The most important concept is to have a shared goal and vision. If you are assigned to work with others in a coalition activity, first you have to understand thoroughly the public education goals of your own organization. You then can tell when you are working with others whose goals are similar to yours.

RESOURCES AND BENEFITS OF NETWORKING

Obtaining research information. Research provides information on why people behave the way they do, how you can overcome myths and misunderstandings, and how to make your efforts more successful. This information will make your efforts more meaningful, because they will be based on real events and activities reviewed by others.

Developing a community profile. The public is comprised of many audiences with diverse needs and interests. Understanding the makeup of your community will help you prioritize at-risk populations so that you will know whom to target immediately for information and education. Once developed, your community profile will offer a general picture of the population makeup and the organizations that serve your community. As you compile this information, consider population clusters; socioeconomic status; age; level of education; cultural diversity; and building types, sizes, and location.

Your profile should include information about the organizations and groups that serve your community.

- Location of and populations served by schools, religious organizations, and community-based service organizations, such as community centers and health clinics.
- Population types and numbers served by organized labor groups.
- Location and nature of the business community and individual organizations.
- All media that serve the community, including radio, newspapers, magazines, television (direct, satellite, network, and cable), and computer networks.

Identifying target audiences. Research has shown that certain segments of the population face a greater risk from hazards because of their age, income, physical capabilities, limited English proficiency, geographic location, and other factors. For instance, some buildings or neighborhoods may be more vulnerable to the effects of fire, and people with limited English proficiency may not receive important warning or preparedness information. Some people may have more difficulty recovering from a fire because of a lack of available resources or a lack of knowledge about available assistance.

It's important to target initial public fire education activities toward the groups most vulnerable to fire. When reviewing the fire problems in your community, determine which groups would be most affected by those problems, or which have been most affected by them in the past.

For your public education effort to be successful in reaching target audiences, you also need to involve people who represent the targeted population, such as:

- minority-oriented or ethnic community media;
- community-based organizations;
- local merchants, neighborhood associations, etc.; and
- community leaders and influential people.

Identifying ways target audiences receive information. The community profile discussed above should be refined to get a detailed picture of the organizations, specific media, and opinion leaders for each target audience. Consider the following questions:

- Which media reach each target population? These can include
 - radio and television stations and newspapers;
 - minority-oriented or ethnic community newspapers, radio, and television stations;
 - special newsletters or bulletins distributed by community organizations, agencies, hospitals, etc.; and
 - billboards, transit posters, kiosks, etc.

- Which organizations and groups serve each target audience? Those involved may be
 - state and local agencies;
 - religious groups and centers;
 - community centers;
 - local merchants; and
 - neighborhood associations.

- Who are the opinion leaders and community "movers and shakers" who influence and represent each targeted population? They may include
 - religious leaders;
 - business leaders;
 - radio and television personalities;
 - local politicians; and
 - other influential people; for example, the head of the neighborhood association, the Urban League, the National Association for the Advancement of Colored People (NAACP), La Raza, Ser, League of United Latin American Citizens (LULAC), or Puerto Rican Forum.

Identifying current public education activities already being done. There may be several groups, organizations, or individuals involved in various types of public education activities in your community right now. Before you proceed with your plan, find out

- Who are the key players and contacts?
- What hazards are they addressing?
- Who are they targeting?
- Who are they working with?
- What messages are they delivering?
- What is the focus of their information?
- What materials and media are they using?
- Is their effort working?
- Who are they unable to reach?
- How can you collaborate?

Identify the needs being met by these efforts, and explore whether these are gaps that need to be filled. If possible, try to unite your efforts for a comprehensive public fire education plan.

Determining what materials are available. You may find that many materials already have been developed by others and are available free or at minimal cost. Because development is expensive and time consuming, it is worthwhile to conduct a thorough search before deciding to create your own products. National organizations that produce materials related to public fire safety education include:

- National Fire Protection Association;
- United States Fire Administration;
- American Red Cross; and
- Children's Television Workshop.

A note about relying on other organizations' materials: the reasons why a product has been developed may not be apparent. Before deciding to create a new product that may be modeled after an existing product, contact the creator of the item to determine how it was developed, its uses, and how evaluation information was obtained.

Reviewing materials for technical accuracy and up-to-date methodology. Some materials, especially those produced by local organizations, may not reflect current trends and information, nor demonstrate the best methods for reaching the public with important information. Some information may be just plain wrong. It's important to review these materials to ensure they are technically accurate, so the public does not unintentionally get wrong information.

People who can help you review materials include teachers, trainers, college and university educators, sociologists, psychologists, representatives from private and public fire safety organizations, representatives of other organizations doing public education such as the Red Cross, and manufacturers of fire safety equipment.

Enhancing consistency of messages. It's important to have an idea of what fire safety messages are already "out there." Several organizations are involved in educating the public about fires and fire safety. There is often a fire safety component in school curricula. What are they saying? Are your messages similar to theirs? How do they differ? When the public gets different messages from different people, it can become confused and not know whom to believe, and can do the wrong thing in an emergency because of this confusion. Networking can increase the consistency of messages among organizations that are educating the public.

Legal and risk review of materials. Any product distributed to the public with your organization's name on it poses a potential legal liability to your organization. What would happen if a statement were incorrect in an item you distributed, and someone got hurt by following that advice? What is your legal risk if your materials recommend a product by brand name? In our current society, lawsuits are commonplace.

Organizations have lost lawsuits because they could not demonstrate that they had their materials reviewed by an attorney before distributing them to the public. In a case settled in 1992, a local government was successfully sued by a cleaning product manufacturer because the fire department, which was an arm of local government, recommended another manufacturer's product in a brochure about cleaning up after a fire.

Even if the information is legally correct, making recommendations about fire safe behavior may increase the risk to your organization. Today there are risk management experts who can review your materials and make recommendations that will reduce the risk of an individual's injury or death resulting from following the advice recommended in your product.

Planning a public education effort. A great deal of planning is required to organize and deliver a successful public education effort. A well-developed public education plan will specify

- Who will be targeted.
- How they will be reached.
- What information will be provided.
- When it will be done.
- Who will do it.
- Funding required and who will pay.
- How to modify and build on the plan.

Organizing a public education planning team. Learn whether paid and volunteer staff already have relationships with key groups or leaders. These people should be involved from the beginning, and should form a planning group. This group should develop activities to meet the needs that have been identified.

Assess how your organization presently relates to the audiences you are targeting. First, identify people and organizations with which your organization already has a relationship. Then, build on these relationships. Next, identify where new contacts need to be initiated. Include credible groups and individuals who can influence the people you want to reach. Tap informal networks of people who are important to your target audience.

Once that is done, seek the active participation of different segments of the community in planning and implementing your overall effort. Building coalitions with other organizations takes time, but it's worth it. Since other organizations in your community

may share this goal--and no one organization can reach everyone--it's important to work together from the outset.

Determining the community's information needs. Is the vulnerable population:

- Aware of the nature of the risk? What's its potential severity? What impact will it have on them?
- Holding inaccurate beliefs or perceptions about fire and related life safety issues?
- Motivated to be prepared ahead of time?
- Knowledgeable about appropriate safety precautions to take?

The answers to these questions will help identify the content and format of your fire safety and education products. The goal is to get the right information to those who need it--not just to those who want it. Examine the barriers to conveying information to your target audiences. For instance, people in your target audience may

- not receive information through mass media (TV, radio, newspaper);
- not understand the language in which the information is being conveyed;
- not be able to read, or choose not to read the information;
- not watch local television news or listen to local radio news programs;
- not be able to interpret the meaning of a warning (such as a fire alarm or smoke detector), even if they receive it;
- have difficulty doing or be physically unable to do what is being advised;
- hold beliefs about the nature of fire and safety precautions derived from a different culture or life experience, making their beliefs irrelevant to the current situation;
- have special concerns not addressed in your messages, such as the need for special medicines, equipment, or assistance if they cannot return home; and
- not care, or not be motivated to respond.

Determining key messages to support public fire safety education. What are the key concepts that people need to know? You can determine this by reviewing the research and asking around. What are the major risks facing the public? How are they responding? What fire safety problems exist that could be corrected through education? What key points will emphasize your message?

Determining cost requirements. Funding for ongoing public education efforts can be creatively developed through:

- cash contribution;
- in-kind donations;

- grants from local groups, including foundations, service organizations, businesses, local government agencies, and individuals; and
- financial support from businesses and organizations that have a stake in fire safety, such as homeowners' associations, insurance companies, etc.

Public education efforts can be provided at low cost if you use free materials from federal and other governmental agencies or community groups. Funding may be needed only to pay for shipping materials, reproducing local information, purchasing videotapes or slides, or reimbursing volunteer expenses.

More funding is involved when you decide to develop your own materials from scratch. It may be more practical to begin public education efforts with existing materials, and establish a reputation for success. After you have a good track record, funding from other sources is likely to be more readily available.

Developing new materials. After you have conducted a thorough review of available materials, if you decide that the materials are not suited to your needs, you need to think about the following questions:

- What are the costs of producing materials that will be well received by the public? For example, a four-color brochure will be much better received than a black-and-white photocopied piece of paper.
- If you are seriously considering developing materials of your own, have you factored in all costs, such as editorial work, graphic design, photography, printing, etc.?
- How do your target audiences receive information? Is use of print, radio, TV, presentations, or a combination of them the most appropriate means of delivering your message?
- Multimedia efforts are more successful. Have you considered how to combine various media to reach your target audiences with consistent messages?
- What is your plan for testing the effectiveness of your activities and materials with groups you intend to reach?
- Have you contacted the developers of existing materials to gain from their experience in how the products were used and received by audiences?
- Have you arranged field tests or focus groups to look at your proposed activities, materials, public education plan, and overall effort and give you feedback on their perceptions of the value of each?

Selecting media to support public education activities. There are various media from which to choose when creating and delivering public fire safety education programs.

Ideally, each medium should be selected because it is the most appropriate. However, you may not have a choice, the equipment may not be available, materials may be too expensive to develop, or you may not have the resources to produce materials for your chosen vehicle.

Off-the-shelf educational products suggest the media through which the information is supposed to be delivered. It's important to use the recommended media, because often materials developed by national organizations have been tested with intended audiences using the recommended media and have had success.

Acquiring education materials. Once you decide what you want, how are you going to get the materials, and who will pay for them?

Reproducing materials. Often public fire safety education materials need to be reproduced locally. Large amounts of photocopying can be very costly. What other resources are available in your community that can help you reproduce materials? Resources to think about include:

- local printing firms;
- schools; and
- insurance companies.

Never reproduce or modify a copyrighted product without obtaining prior written permission. Copyright infringement is a very serious legal matter. Even if an item doesn't carry a copyright statement, courtesy and ethics dictate that you get permission to use another individual's or organization's product. In addition, "borrowing" from other materials can create ill-will and may be detrimental to your organization's reputation.

Getting materials to the public. There are various methods of getting materials out. Some of them, such as putting brochures in public display racks, have been shown to be of little value, because people often do not take the materials or do not read them.

Other methods, such as making personal presentations, can be very effective, but time consuming.

Conducting outreach activities to groups previously not reached. Other people in your community can reach individuals, families, and groups better than you can by capitalizing on ongoing working relationships, being a part of the culture of the group, and having plans and strategies known to be successful with these groups.

It's important to find out who these groups are, and to initiate contact with them. Often they are not involved with your efforts just because no one asked them to help.

Making presentations. One of the most effective ways to educate your community is by making personal presentations using a variety of media. Presentations lend a personal

dimension to the information, and people serve as catalysts to motivate members of the audience to take action.

Conveying information in a presentation--with supporting materials--encourages human interaction, enhances what is learned, and allows for feedback to verify that messages have been understood. Presentations allow for exploring attitudes and beliefs that, if not corrected, could interfere with learning appropriate behaviors, thus inhibiting preparedness.

Evaluating public education efforts. Written evaluations from participants in activities can be very helpful, if the evaluation tool is designed well. When conducting an evaluation, ask the following types of questions:

- Length of activity: Too long? Too short? About right for the subject?
- Perception of learning: Did the participant feel he/she learned anything? Ask him/her to name the most important three points.
- Motivation to implement the message: Does the participant think he or she will do something to prepare for fires as a result of this activity? Why, or why not?
- Objectives: Were they met? How were they met, or what was unmet?
- What else does the participant want to know? What is most important to him or her? Can you provide additional information later? Would the participant like a similar activity conducted for a group he/she belongs to? How can that be arranged?
- Demographic information about the participant.

Evaluating presenters. Invite someone to observe the presenters. Observers should focus on participants' reactions, presentation methods, timing, content, and delivery. A nonbiased observer can provide information that someone close to the planning and delivery of the activity may not see. A trained instructor makes a good observer.

Determining if behaviors change after time. The real measure of public fire safety education effectiveness is the degree to which people learn what to do, use this knowledge to prepare themselves, and respond appropriately.

An effective method--although time consuming and sometimes costly--is to telephone each participant several months after the activity and ask a series of questions. For example, if in your activity you suggested that people test their smoke detector, follow up by asking if they did so. If not, why not? Is there an element of your activity that could be strengthened to motivate better followup?

A followup questionnaire is another good method of obtaining feedback. Mail a questionnaire to each participant or to a sampling of participants. It should be brief--no

more than two pages--and should focus on measurable behaviors. "Learning," "understanding," and "knowing" are not measurable; therefore, they are inappropriate terms to use in this type of evaluation. Instead, focus on what people have actually **done** since the activity to better prepare themselves.

Obtaining recognition. Everyone likes to be recognized for a job well done, particularly the boss when his organization gets the credit. But recognition does not happen if no one knows about your accomplishments. It's important to share your successes and bring favor to your organization. Recognition directly affects the bottom line: if people know you are doing a good job and support it, budget dollars will be more stable or may increase. The budget-cutters often slash funding for programs they do not understand or that they think the public does not want.

Groups that may share public education goals in your community:

1. Governmental.
 - United States Fire Administration;
 - National Fire Academy;
 - State Fire Marshal Associations;
 - Fire department;
 - Emergency management;
 - Law enforcement;
 - National Weather Service;
 - County or municipal community center;
 - Public Health Department;
 - County Extension Service; and
 - Social service organizations.

2. Private organizations.
 - American Red Cross;
 - Boy Scouts;
 - Girl Scouts;
 - Explorer programs;
 - Neighborhood Watch;
 - Boys clubs;
 - Girls clubs; and
 - American Association of Retired Persons (AARP).

3. School-related.
 - College or university faculty;
 - PTA or teacher/parent organization; and
 - Board of Education.

4. Community groups.
 - Senior citizens' center; and
 - Toastmasters Club.

5. Media outlets.
 - Local television;
 - Popular AM talk radio;
 - Popular FM radio disk jockey; and
 - Local newspaper.

6. Utility companies and businesses.
 - Electric company;
 - Gas company;
 - Water and sanitation company;
 - Telephone company;
 - Insurance company;
 - Shopping mall (owner); and
 - Large business.

7. Organized labor groups.
 - AFL-CIO Community Services;
 - Communications Workers; and
 - Teamsters Union.

8. Service and philanthropic organizations.
 - American Legion;
 - American Legion Auxiliary;
 - Jaycees;
 - Kiwanis Club;
 - Rotary International;
 - Lions Club;
 - Benevolent Protective Order of Elks;
 - Moose; and
 - Veterans of Foreign Wars.

9. Ethnic groups.
 - La Raza;
 - National Association for the Advancement of Colored People (NAACP);
 - Urban League;
 - League of United Latin American Citizens (LULAC); and
 - Puerto Rican Forum.

10. Religious groups.

- Catholic Charities;
- United Methodist Committee on Relief (UMCOR);
- United Presbyterian Disaster Relief;
- Church of Jesus Christ of Latter Day Saints (Mormons);
- Jewish Relief Committee;
- Muslim;
- Buddhist; and
- Salvation Army.

BARRIERS TO COLLABORATION

There are, at times, barriers to effective collaboration. These barriers may include

- negative past experiences with collaborative efforts in the community;
- difficult past or current relationships among possible member organizations;
- time requirements;
- human resource requirements;
- competition and turf issues among potential members;
- personality conflicts among representatives of the organizations;
- racial or cultural polarization in the community;
- differing community norms and values about cooperation; and
- beliefs and stereotypes that members have about other agencies.

Ensure that the following activities are done to reduce these potential barriers:

- Start small. Keep the commitment and activities simple at first.
- Make clear communication a priority. Communicate with everyone involved regularly and avoid assuming they are informed on collaboration business.
- Spend time getting to know more about the people you will be working with. If most people do not know each other, schedule time for information sharing and teambuilding.
- When new members join an existing group, make an extra effort to include them in the social and business activities of the group. People who are new often remember the little acts of courtesy and hospitality that helped them feel welcome.
- Encourage members to be open about their needs. Set up win/win situations so that members' needs can be met whenever possible.

- Communicate if there may be turf issues or ulterior motives. Encourage negotiation and communication among member organizations that are in conflict. Bring in outside experts if necessary.
- Develop clear roles for members and leaders. Develop written statements that document commitments expected of participants.
- Plan activities that are fun. Celebrate the accomplishments of the group. Recognize the contributions of the members and reward their accomplishments.
- Be aware of beliefs and stereotypes. If unsure how to pursue a subject with someone from a different background, ask them for guidance. They would rather you ask, providing an opportunity for them to share their culture, knowledge, and information.

THE COLLABORATION ACTION PLAN

Now that a foundation showing the benefits of collaboration has been developed, the next step is to develop an action plan for collaborative work.

An action plan is the actual day-to-day operating plan. It denotes each task clearly so that deadlines for completion can be clearly marked. It identifies specific individuals responsible for accomplishing each task, and it clarifies the tasks to be done and their appropriate sequence.

Specific Tasks to be Accomplished

What needs to be done? Who will do it? When will it be done, and how will we know it has been done? An action plan will list, step-by-step, each task that must be included. It will note who is responsible for that step, and a target for completion. There also must be a way to let other people collaborating on the project know when tasks are completed, especially if subsequent tasks cannot be completed until earlier tasks are done.

Assignment of Responsibilities

Every person working on a group project brings different resources to the project. Some people will naturally have more time to devote to the project, or more time during certain periods than during other periods. Responsibilities do not have to be divided equally.

- One or more members may work on organizational tasks.
- Others work on development tasks.
- Others become responsible for planning and logistics of events.
- Often all are involved with evaluation and planning for the next steps.

Timetable with Deadlines for Each Task

It's important that an action plan for a group project includes a timetable with deadlines for each task. This gives each collaborator an idea of when to expect completion of activities, and can serve as a touchstone for evaluating whether the project is on target. A good way to plan a timetable is to develop it backwards. Get agreement on when the project should be completed, then work backwards, planning the amount of time for each task back to the first one to be completed.

SAMPLE PROJECT ACTION PLAN

Project: Educate renters in apartment communities where there has been a high incidence of fires about the importance of installing and checking smoke detectors.

Task	Who will do it?	Target date for completion
1. Form action group and meet.	Fire department	1/1/00
2. Gather available print material on the topic for review.	Fire department	1/1/00
3. Review available print materials and report back about those that will work for the target group.	Social service agencies Church groups	1/15/00
4. Meeting of coalition members to discuss results to date and modify plan, if necessary.	All members	2/18/00
5. Order selected materials.	Fire department	2/22/00
6. Recruit volunteers from the target community to conduct educational sessions with target group.	Church groups Landlord/Tenant affairs dept.	4/1/00
7. Meeting of coalition members to discuss results to date and modify plan, if necessary.	All members	4/5/00
8. Train volunteers on how to successfully use materials and conduct educational programs.	Red Cross chapter	5/15/00

NETWORKING

Task	Who will do it?	Target date for completion
9. Meeting of coalition members to discuss results to date and modify plan, if necessary.	All members	7/1/00
10. Conduct educational sessions.	Recruited volunteers	8/1/00
11. Evaluate sessions in progress.	Fire department Red Cross chapter Emergency management agency	8/1/00
12. Discuss evaluation information and plan next steps.	All members	9/1/00

NOTE: There are many subactivities within each main task. For example, those responsible for recruiting volunteers develop a recruitment brochure or flyer. Then they would have to arrange for handing it out, collecting responses, and working closely with those responsible for the next task, training the volunteers, to arrange for the required training sessions.

This action plan assumes that there is equal interest among a variety of groups, and that there is a true spirit of sharing and cooperation in place. For example, the fire department representatives have agreed to step back and let others review materials, recruit volunteers, train them, and actually conduct the activity.

This is an actual example of a community-based public education effort.

A Coalition Planning Effort

The action plan just reviewed is one component of all of the planning efforts that must be undertaken to perform coalition work. There are a total of eight planning elements that you need to be familiar with. You will be introduced to each planning component, and develop ideas about how each could be accomplished.

Responsibilities of People Working Together

Each participant in a collaboration is representing his or her organization. There are responsibilities and accountabilities involved.

Organizational Accountability

Any time you are involved in collaborating with others or in coalition activities, you are there because you represent your own organization. You need to be thoroughly familiar with your own organization's goals, values, and culture. What is the commitment of your organization to this work? Is working with others considered valuable, or something that has to be done for political reasons?

Your organization's management will support this work if you help it to understand what you are doing, the value of the work, the potential impact on the community, and the expected results, including recognition and positive consequences. Management often views your time as an investment, and may measure it in terms of dollar value. You are accountable to your organization for the time you put into the activity, just as you would be accountable for financial resources invested in the activity.

A return on this investment often is not directly measurable. For example, if you are involved in a public education effort devised and conducted by a coalition, the goal is usually prevention of fires, fire losses, injuries, and death. How can you measure fires that don't happen, or people who don't get hurt? Measurable results, determined from evaluation, will provide you information about:

- how well-received the activity is by the public;
- how many materials are used;
- how many people are involved in conducting it;
- how many people are reached; and
- increase in awareness and knowledge of the public, measured by followup activities.

More information on how to measure your progress and account for your work through coalition activities is provided in Unit 5: Evaluation.

Promises and Their Limits

When people meet and plan coalition activities, resources are needed to accomplish the planned work. Often, particularly with new members, people promise organizational resources without checking with management first. It might seem simple to promise more of your own time, but when you work for an organization, management often likes to think that it assigns your work and the time you will devote to it. Remember, your organization comes first. It's easy to get caught up in the fervor of coalition planning and activities, and make promises for things that you may not be able to deliver.

At first, attempt to determine just what resources are needed. Then go back to your organization's management and discuss plans and expected results. Describe the resources that are needed, and suggest the resources your organization could provide. Getting management's buy-in before making promises for delivery will ensure your own personal success, and earn respect both from management and from coalition group members. You will be able to deliver what you promise.

Promises have limits, too. Some are beyond your control. For example, you may have promised to attend some meetings, but a fire prevents you from attending. Coalition members understand when emergencies happen. However, they often find out when an emergency is not the real reason that you missed a meeting.

You might have received promises of financial support from your organization, but later, when you need the money, you may find that someone else cut your budget without informing you.

Keep tabs on promises you make. Write a list of what you and your management have agreed to offer. Keep on top of this list, and ensure that the resources remain available. If you find out that the availability of resources has changed, inform the coalition members immediately. Honesty is appreciated, and you will not be criticized for events beyond your control.

Available Resources

Before beginning work on collaborative efforts, you should have a good knowledge of the resources available within your own organization. It's also important to get a reading from management about the amount of resources available, and what you may or may not promise.

Organizations these days often claim they have no money. All organizations have money, they just allocate it for spending in areas different from where you might want it to be spent. If an organization really did not have any money, it would not exist. If actual dollars are just not available, other resources may be available. You may be able to offer in-kind services, such as printing, advertising, or educational materials. Don't

forget that your time and the time of others from your organization is a real, measurable resource as well.

Remember, too, that available resources change with time. Money may be more available at one time of the year than at other times. As evaluations of the impact of your work are returned to your management, you might find it more willing to provide additional resources, previously unavailable. Recognition plays an important role in making resources available. An example of this is a local fire chief who was unwilling to provide funds to acquire public education materials for a coalition public education effort. The coalition project team sought and received seed money from a local business and conducted a smaller version of the educational project. When it was complete, a recognition event was held, where the fire chief was given a plaque and recognition from the County Executive. Suddenly, resources became available that just two weeks before were not there.

Summary

Working with people takes time and effort. It takes much more time than if you did the project yourself. The benefits of investing this time often outweigh the disadvantages. In this section, you were given information on the elements of a coalition planning effort and why planning is important for success. You reviewed planning elements, from which you should have learned how they work and why they are important. Working through planned activities all comes back to one person--you. In the next section, we'll focus on some techniques that will help you become a better participant in collaborative projects.

Components of a Plan For Collaboration

People committing to work together on a project or for ongoing public education efforts often underestimate the importance of planning. Although new groups might be small, and feel that planning happens almost intuitively, planning becomes even more critical as activity increases and the collaboration evolves into a coalition.

Successful coalitions, regardless of the formality of their structure, benefit from a written plan. A good planning process operates continuously and links planning with evaluation. The planning process should include the following steps:

- Assessing needs.

A needs assessment sets the stage for the planning process by identifying needs in the community, available services to meet those needs, and any gaps between needs and services. A needs assessment also should consider the issue or problems that the group might be addressing, the current organization that might duplicate the services of the planned activity or coalition, and the needs of potential members.

The following tools can be useful for assessing the needs of the coalition:

- research or demographic reports by other organizations;
- individual interviews;
- focus-group interviews;
- public hearings; and
- surveys.

- **Creating a mission statement.**

A statement of purpose is a clear statement of the reason that the coalition exists. It must be narrow enough to provide direction and broad enough to encompass all relevant, potential activities. It also must be brief enough so that it can be published in coalition materials and substantive enough so it can convey the coalition's purpose and values.

- **Developing goals.**

Goals are general statements about what the coalition intends to accomplish. They must be consistent with the mission statement. Together, the mission statement and the goals spell out the general intentions for the coalition's activities and the results that are expected.

- **Developing objectives.**

Objectives are the measurable statements of intentions that refine the goal statements. A frequently used acronym--SMAC--gives the essential components of an objective.

- The objective is **S**pecific.
- The objective is **M**easurable.
- The objective is **A**chievable within the agreed-upon timeframe and within the allotted resources.
- The objective is **C**onsistent with the goal.

- **Developing a budget.**

After the goals and objectives have been determined, a budget for accomplishing each goal and objective can be developed. Available resources can be compared with the needed resources. If a gap exists between the budget needs and the available resources, one of two actions is required

- Additional funds must be raised to support the implementation of the goals and objectives.
- Goals and objectives should be revised to conform with the available funds.

- Creating an action plan.

The coalition next should create an action plan that includes

- specific tasks needed to accomplish an objective;
- assignments of responsibilities; and
- a timetable with deadlines for each task.

An action plan is the actual day-to-day operating plan. It denotes each task clearly so that deadlines for completion can be clearly marked. It identifies specific individuals responsible for accomplishing each task and it clarifies the tasks to be done and their appropriate sequence.

- Monitoring and adjusting the plan.

Periodic monitoring of the action plan is necessary to assess how the plan is working, and allows the coalition to make any needed adjustments. Monitoring should be built into the action plan at regular intervals. Depending on the scope of the action plan, monitoring can occur monthly, quarterly, or however often is deemed appropriate.

If monitoring reveals the need to adjust the action plan, the coalition adjusts the plan in order to meet the needs.

- Evaluating the results.

On a regular basis, and especially near the end of the planning cycle the coalition should evaluate the results of its operation. Evaluation results and an updated needs assessment are useful tools to assist the coalition in the next round of planning.

A unique aspect of coalition planning is that plans often must gain the support of the entire membership before they can be implemented. This requires the leadership and the planning committee to be open to new ideas and to consult the members frequently in order to build support. It also means maintaining a realistic attitude on everyone's part about what the coalition can do, and balancing the coalition's demands on the members with those from their own organizations.

Coalitions depend on the commitment of their members to their plans and activities, and not all members will have the same level of commitment. Leaders need to market coalition activities to ensure that they meet the needs of the membership. Members need to understand how they might benefit from coalition activities, especially when the link might not be immediately apparent.

One of the ways to maintain the momentum of the coalition is to celebrate each milestone associated with the action plan and to recognize all contributions and

actions from the membership. Show the members that their efforts were successful and that their membership in the coalition is valuable. Give recognition in both formal and informal ways. Sending thank-you letters, or holding appreciation events is sometimes the best recognition. Spread the credit around. Keep members happy.

ACTIVE LISTENING AND POSITIVE PARTICIPATION

When collaborating or working in a coalition, it's very important to be an active partner, to listen actively, and to participate positively.

Listening in particular is an important skill that can make or break your ability to succeed in group activities. Misunderstandings happen when people thought they heard one thing when something else was meant. This section will help guide you on how to be a more effective member of group activities, by focusing on improving your listening skills.

What Listening Really Means

Listening means more than looking at someone and thinking you understood what they said. Listening is a skill. Listening is neither a character trait nor an aspect of personality. It's a skill that can be developed, a skill that can make people more productive and help them to improve the quality of their work--particularly if that work involves dealing with people.

Why Hearing is Not Enough

Listening is an emotional and intellectual process, a search for meaning. That makes it different from hearing, a purely physical process. Hearing is the perception of sound. There's not a great deal that most people need to know about hearing. They already have had a lifetime's use of the skill. Hearing, though, is not enough, if you aren't listening.

Minimizing Barriers to Better Listening

There are several barriers to the skill of listening. They are identified below.

Internal Distractions

These distractions include the "baggage" you bring with you. Are other things on your mind? Did you have a fight with your partner, kick the dog, or receive an unexpected bill in the mail?

We must remember that we're all human, and we often have other things on our mind. Sometimes, the weight of these distractions prevents us from concentrating on the work before us.

Before working with others, take time to resolve these problems, or you will continually be distracted by them. It's also helpful to explain politely to others when you're having an "off day." People will go to greater lengths to help you understand what's going on, and will be understanding if your level of commitment is not at its usual level.

When you are bothered by internal distractions, remember that other people don't know what your problems may be. Stop before going into the meeting and remember why you are there. Continually focus on what you are there to do. You can't resolve your internal distractions during the meeting, so there's no use on concentrating on them at that time. Plan a specific time after your meeting when you will work on resolving any problems. If you become distracted remind yourself when you will work on the distractions, and refocus your energy on the purpose at hand.

External Distractions

Some people are more sensitive to external distractions than others. These distractions may include:

- noise from outside traffic;
- ringing telephones;
- hearing a radio or television in the background;
- interruptions from others "for just a minute;"
- pagers or radios;
- poor or distracting lighting;
- sirens, bells, or whistles;
- people talking nearby about something else;
- room temperature--too hot or too cold or constantly changing;
- color of walls, furniture, or carpeting;
- annoying habits of group members; and
- materials to read while members are discussing things.

The best way to minimize these distractions is to identify what they are, and do something about them. You may consider:

- moving to another meeting site with fewer distractions;
- turning off or disconnecting telephones, radios, or televisions in the area;
- telling others before your meeting that you will not be available and should not be interrupted unless it's an absolute emergency;
- turning off the pager or radio, or changing the pager to "vibrate" instead of beeping;

- adjusting lighting, closing or opening blinds, curtains, or windows;
- arranging to meet in locations where others are not so close as to distract you;
- politely mentioning annoying habits of others to them; often they don't realize they are doing something that distracts you, and will stop it if they knew about it; and
- providing materials to read before or after the meeting, so that you do not have to read them during the meeting.

Listening Politely

This means that you give a cursory appearance of listening, but actually you are not. Nodding, making eye contact when your brain is somewhere else, or making noises such as "uh-huh" are indicators of polite listening.

Your mother taught you to be polite when others are speaking. You were taught how to listen politely. As an adult, you carry this learned habit with you to meetings with other people.

When you are listening politely, you are not really listening. You may be daydreaming or thinking about one of the distractions mentioned above, and it happens quickly. Someone may say something during a meeting that triggers you to begin thinking of something else, and before you know it, you are not listening.

If you catch yourself listening politely, stop and refocus on what's going on around you. If you do not know what's going on, stop the group and ask them to repeat the information for you. Doing this is not embarrassing--it happens to everyone, and from time to time everyone will need to have information repeated. Your honesty will be appreciated.

Disagreements

When you disagree, listening often stops. It's been shown time and again that the person you disagree with has changed his/her mind, but your emotions control you, and you do not listen to their changed viewpoint.

During a discussion about a disagreement, the skill of paraphrasing what you heard is a very important tool to practice.

When someone says something you disagree with, repeat what they said in your own words in a neutral manner. For example, "you said that you don't think people should install residential fire sprinklers because it costs too much money."

Get agreement on what you paraphrased. Did they really say what you thought they said? Often misunderstanding what was said results in a disagreement that should not have occurred.

If what you paraphrased is what they meant and you still disagree with it, state your position. For example, "I disagree. It's been shown that 90 percent of residential fires would result in a home being more quickly repaired for much less money if those homes had residential sprinklers installed. The investment ahead of time would cost much less than the cost of repairing a home not protected this way."

Continue paraphrasing what you hear until either you can find a compromise, or you need time to go back and think about the situation and cool off.

Speech and Thought Differential

What people say and what they mean often are not the same. People come from different backgrounds and organizations. Everyone uses different terms and acronyms.

Again, the paraphrasing technique will help you understand what is really being said. Repeat what you heard in a neutral manner. Give other people a chance to rephrase what they said.

If you don't understand something, say so. You have a lot to gain by being honest and admitting that you do not understand. People will stop and help you. Pretending that you understand something when you do not can result in a misunderstanding that later may backfire on you.

TEN TRAPS WHEN WORKING WITH COALITIONS

Loss of Direction or Focus

Sometimes ongoing coalitions lose direction or focus. Sometimes members attempt to add unrelated issues to the focus or try to handle too many areas. To avoid this problem:

- Review the statement of purpose and use it as a filter for planning activities.
- Hold a seminar for the members to discuss the statement of purpose and encourage the members to suggest ways to bring the group back on track.
- Select strong leaders who have a clear commitment to the coalition's mission.
- Examine whether the coalition has fulfilled its mission and needs to disband or change focus.

Loss of Leadership or Struggles for Leadership

Sometimes people who were leading a coalition leave, or others attempt to take over because leadership is deemed a position of power.

To minimize this problem, consider the following:

- Change the leadership and decisionmaking system to one that encourages shared leadership and responsibility. Develop a rotation process for leadership. Encourage the use of committees where members have input into the decisions. Use consensus decisionmaking for important decisions.
- Develop a role description for the leaders and distribute it as a part of the selection process.
- Develop an orientation program for new leaders and a training program for potential leaders.
- Select leaders who are "neutral" and competent, and who may not be identified with factions within the coalition.
- Hold a forum to discuss differing viewpoints when they start to split the coalition membership. Use an outside consultant or a well-respected member to facilitate this session.

The "Founding Member Syndrome"

Founding members of groups sometimes gain too much power and block the growth of the coalition. To reduce this problem, consider the following:

- Enlist other founding members' support to deal with the "problem" founding members and to help shift the leadership to other members.
- Give the "problem" founding members new responsibilities that take advantage of their particular strengths.
- Develop bylaws that limit the length of the term for leadership positions.
- Institute rotating meeting chairs to give the spotlight to other members and to gain control over meetings.
- Develop a new leadership structure and open all positions for reelection or new selection.

Unequal Involvement and Recognition of Members

There are situations where some coalition members have more time or energy to devote to a project than others. But you want to avoid a situation where certain members dominate or always offer to do everything. To avoid these situations, we suggest:

- Create opportunities for every member to be involved in some way.
- Clarify the membership agreement to set limits for minimum involvement.
- Rotate leadership positions so that others have an opportunity to lead.
- Provide training sessions or experiences to help people who might be shy or might feel they do not have the necessary skills to become more involved.
- Hold orientation sessions for all new members to establish clear expectations about the expected levels of involvement.
- Provide opportunities for team-building in order to increase group cohesiveness and comfort.
- Recognize member contributions and accomplishments as frequently as possible.
- Develop a recognition program with clear criteria for awards, and use individuals outside the collaboration for the selection panel.

Poor Planning Efforts

Planning is an essential element for successful coalition activities. Often new coalitions develop an action plan but avoid or do not deal with the other planning elements discussed earlier in this section of the course. Consider the following:

- Start small and use a planning process for each event.
- Provide training for all members on how to plan.
- Hold an evaluation session to discuss the previous activities, and discuss how better planning could help avoid problems.
- Engage the services of an outside consultant (paid or volunteer) to guide the leadership and members through the first plan. In six months, ask the consultant to return to help develop a long-term plan. A consultant may be someone in a management position elsewhere in a member's organization.

Negative Publicity

Sometimes the best of plans are misinterpreted or misreported to the public. To avoid this problem, do the following:

- Get accurate information to all members immediately.

- Appoint one member to act as the public spokesperson.
- If criticism is inaccurate, correct the inaccuracy but don't dwell on it. Mount a public relations campaign that focuses on what you do well.
- Develop a planning and management system to avoid mistakes. Prepare contingency plans for all projects and monitor them carefully.
- Change leadership if the current leadership has lost credibility.

Failure of Planned Projects

If one of your planned projects fails to meet your expectations, try doing the following:

- Hold a debriefing session about the project for all of the members.
- Study the causes of the failure and apply what is learned to future projects.
- Recognize any positive aspects of the project.
- Look at the capacity of the coalition to accomplish projects and adjust future projects to an appropriate level.
- Explore opportunities to salvage the project.
- Get feedback from outside, objective sources.
- Organize a small, simple project with a high probability of success in order to re-energize the group.

Burnout or Unrealistic Demands on the Members

Sometimes the plans and activities of a coalition get so energetic those involved with carrying them out discover too far into the project that they are overextended and risk becoming burned out. Consider these points:

- Slow down the process and postpone plans.
- Rotate leadership positions.
- Sponsor member events just for fun.
- Get feedback from members on realistic expectations.
- Focus on expanding membership in order to share responsibilities more widely.

Bureaucratic Structure

Sometimes people attempt to structure a coalition parallel to a structure they are already familiar with, their own organization. An organizational structure may not be compatible with a coalition, nor be necessary at all. Consider doing these things:

- Reduce layers between top leadership and members.
- Hold sessions on trend analysis and managing change. Look at new directions for the coalition and new ways to involve the membership.
- Rotate leadership and limit the amount of time that leaders can serve.
- Eliminate hierarchical leadership structures.
- Brainstorm alternative strategies for your planning and implementing activities.
- Simplify your policies and procedures.

Turf Battles and Competition

Whenever people meet to work on a shared project but come from different organizations, they sometimes bring their organizational political baggage with them. They have trouble prioritizing what's good for the group and what's good for their organizations, and put the organization first, before the goals of the group.

When this happens, turf battles or competition result. We suggest the following to minimize these problems:

- Arrange opportunities for the involved organizations to talk about their differences. Sometimes, the cause of the conflict can be a misunderstanding.
- Assist groups to focus on a "common ground" within the coalition and on the coalition's goals. Not all turf battles or competitive issues have to be aired in the coalition.
- Look for areas of agreement and opportunities for limited cooperation.
- When conflicting organizations change leadership, use the opportunity to improve the relationship between the conflicting organizations.
- Explore the possibility of collaborative programming and apply for grants that are earmarked specifically for such efforts.
- Facilitate a session to mediate differences or to arrange a compromise.
- Bring in an outside facilitator or mediator to build trust and reduce conflict.

SUMMARY

In this unit, we covered the following material:

- Why networking with others in the public education field would be of benefit.
- Public education goals of your organization and how they may relate to the public education goals of other organizations in your community that perceive themselves to have similar goals.
- Benefits of working with representatives from organizations that share similar public education goals.
- Potential barriers to working with representatives of other organizations, and strategies to minimize them.
- The components that must be included in an action plan to ensure success of coalition activities.
- Active listening and positive participation.
- Ten traps to avoid when maintaining coalition efforts.

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Activity 3.1

"What's In It For Me?" (WIIFM)

Purpose

To show the benefits of networking with others in the public education field.

This is an inwardly focused activity on what personal benefits can be obtained by getting to know others in the community who are responsible for public fire and life safety education.

Directions

1. Turn to the Successful Network Concepts worksheet.
2. Review the list of key concepts to successful networking. Place a check next to the items that are important to you and your organization.

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Activity 3.1 (cont'd)

Successful Networking Concepts Worksheet

Which of the concepts listed below is important to you?

_____ **Increase your own knowledge.** One of the prime reasons for networking is to find out more information and learn from others. Educating the public is not new--many people have been in this field for a long time, including some from organizations you may not have thought about. You can learn a lot from other people, strengthen your knowledge base, and enhance your activities.

_____ **Learn new ways of doing things.** Part of the reason why public fire safety education seems difficult is because sometimes people do not change their approach or methods for doing it. It becomes old and boring. When people are doing old, boring things, they do not put much energy into the effort. Networking with others in the field can give you information and suggestions on ways to change your approach. You can be more effective when you are doing something new, rather than the same old thing.

_____ **Gain support.** Networking can help you promote your organization's public education efforts and request support. This may result in direct human and financial resources becoming available from other sources to help you accomplish your task. You may be offered in-kind services, such as printing, advertising, and the purchase of materials you may need to accomplish your goals.

_____ **Bring recognition to your organization and your efforts.** Everyone likes to be recognized for a job well done, particularly the boss when his/her organization gets the credit. But recognition does not happen if no one knows about your accomplishments. It's important to share your successes and bring favor to your organization. Recognition directly affects the bottom line: if people know you are doing a good job and support it, budget dollars will be more stable, or may increase. The budget-cutters often slash funding for programs they do not understand or that they think the public does not want.

_____ **Get out consistent messages.** Another challenge in educating the public is that they get different messages from different people. Then the public becomes confused and does not know whom to believe. They do the wrong thing in an emergency because of this confusion. Networking can increase the consistency of messages among organizations who are educating the public.

Activity 3.2

Resources and Benefits of Networking

Purpose

To assist you in identifying resources and benefits of networking.

Directions

1. In the worksheet you will find a list of many of the tasks of public fire and life safety education efforts that you may need to think about. The information you must find out to accomplish each task is provided.
2. In small groups, you will review 4 of the 16 tasks listed on the worksheet. Fill in suggested sources of information and assistance with each task and the benefits that may result to your organization where indicated.
3. Please remember: The tasks listed are components of a comprehensive public education effort. In your position, it's not likely that you will be responsible for all of these tasks, but you may be responsible for several of them.
4. You will have ten minutes to review the four tasks assigned to your group; briefly list the source of information or assistance with each task, and the benefits that would result to you and your organization.

Example

Task: Develop a Community Profile

Information needed: Demographics, media that serve the area, location and numbers of public facilities that provide service.

Sources of information/assistance with this task: Social service organizations, school district(s), media outlets, local planning agency.

Benefits of having this information/assistance: Know who is at risk from what hazards; how many people need to be reached.

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Activity 3.2 (cont'd)

Resource Checklist

1. Identify ways target audiences receive information.

Information needed: What do your audiences read? What radio station do they listen to? Do they learn in different ways than you do? For example, would you expect a tenant's group in a low-income apartment complex to read and listen to the same media and respond in the same ways to printed brochures as a Condominium Owner's Association whose owners are paying \$200,000 mortgages?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

2. Identify current public education activities already being done.

Information needed: Who else is involved in the community in public education activities? What are they doing? It is successful? Who and how many people are they reaching?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

3. Determine what materials are available.

Information needed: What materials that address the fire and life safety problem(s) in your community are available? Are there materials from organizations other than the fire service that would be suitable for your educational efforts?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

4. Review materials for technical accuracy.

Information needed: Are materials you intend to use technically accurate? Considering the knowledge, education, and developmental stage (age) of the audience, are the materials appropriate for the audience?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

5. Enhance consistency of messages.

The public responds more appropriately when information it receives is consistent, i.e., if people receive the same message from different sources, they are more likely to consider the information valid and credible.

Information needed: Given the above, how can you find out what messages the public is receiving from other organizations about your community fire/life safety problem? Are these messages the same? If not, how can they be made more consistent?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

6. Determine cost requirements for delivery.

Information needed: There are direct and indirect expenses associated with educating the public. What are these costs?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

7. Select appropriate media to support public education activities.

Information needed: What media (print, video, slides, etc.) work best with which audiences? Are you required to use certain media because that's the format they come in, or can you adapt other media that would be better suited for your audience?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

8. Acquire materials.

Information needed: What materials need to be acquired? What is the ordering process? What will it cost? Who will pay? Can other organizations in the community provide needed materials directly or provide financial assistance to get them?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

9. Reproduce materials.

Information needed: Are the materials protected by copyright? If so, does permission need to be obtained to reproduce them? If copyright permission is not an issue, who can assist you in reproducing materials you may need in the quantities required?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

10. Get materials to the public.

Information needed: Nobody can do it all. What other community organizations can assist you in getting educational materials to the public?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

11. Conduct outreach activities to groups previously not reached.

Information needed: What groups are not being reached? Why? Are any of these groups at high risk for the fire/life safety problem in your community? Who has an "in" with these groups? Who can help you reach them?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

12. Make presentations.

Information needed: Who else (other than members of your organization) can help you make presentations about your fire/life safety problem in your community?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

13. Evaluate public education efforts.

Information needed: An unbiased evaluation of the effectiveness of your educational activities from someone not responsible for conducting them. What other organizations in your community can assist you in helping to evaluate the effectiveness of your efforts?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

14. Evaluate presenters.

Information needed: How successful are presenters at getting the message across? What other organizations in the community can assist you in evaluating presenters?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

15. Determine if behaviors change after time.

Information needed: All public education activities suggest behavior change. Who can assist you in determining if the recommendations being made in your educational efforts are resulting in behavioral change over time?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

16. Obtain recognition.

Information needed: Who or what organizations can provide recognition for your organization's public education efforts?

Sources of information/assistance with this task:

Benefits of having this information/assistance:

Activity 3.3

Other Organizations That Share Common Goals

Purpose

To identify other organizations with which you potentially may work on public fire/life safety education activities.

Directions

Form a circle; each student will wear an identifier representing a major organization listed below. This list is not all-inclusive.

The fire department representative will be given a ball of string, and asked to hold the end of it and toss the string to another person who is representing an organization that the student thinks shares a public education goal with him or her.

The person who catches the ball of string grabs a piece of the string, and then tosses the ball to another student, based on instructor questioning and guidance. It's all right to toss the string to someone who already is holding a piece of the string.

1. Governmental.
 - Fire department;
 - Emergency management;
 - Law enforcement;
 - National Weather Service;
 - County or municipal community center;
 - Public Health Department;
 - County Extension Service; and
 - Social service organizations.

2. Private organizations.
 - American Red Cross;
 - Boy Scouts;
 - Girl Scouts;
 - Explorer programs;
 - Neighborhood Watch;
 - Boys clubs;
 - Girls clubs; and
 - American Association of Retired Persons (AARP).

3. School-related.
 - College or university faculty;
 - PTA or teacher/parent organization; and
 - Board of Education.

4. Community groups.
 - Senior citizens' center; and
 - Toastmasters Club.

5. Media outlets.
 - Local television;
 - Popular AM talk radio;
 - Popular FM radio disk jockey; and
 - Local newspaper.

6. Utility companies and businesses.
 - Electric company;
 - Gas company;
 - Water and sanitation company;
 - Telephone company;
 - Insurance company;
 - Shopping mall (owner); and
 - Large business.

7. Organized labor groups.
 - AFL-CIO Community Services;
 - Communications Workers; and
 - Teamsters Union.

8. Service and philanthropic organizations.
 - American Legion;
 - American Legion Auxiliary;
 - Jaycees;
 - Kiwanis Club;
 - Rotary International;
 - Lions Club;
 - Benevolent Protective Order of Elks;
 - Moose; and
 - Veterans of Foreign Wars.

9. Ethnic groups.

- La Raza;
- National Association for the Advancement of Colored People (NAACP);
- Urban League;
- League of United Latin American Citizens (LULAC); and
- Puerto Rican Forum.

10. Religious groups.

- Catholic Charities;
- United Methodist Committee on Relief (UMCOR);
- United Presbyterian Disaster Relief;
- Church of Jesus Christ of Latter Day Saints (Mormons);
- Jewish Relief Committee;
- Muslim;
- Buddhist; and
- Salvation Army.

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Activity 3.4

Active Listening and Positive Participation

Purpose

To present a role play demonstrating active listening and positive participation.

Directions

A few students will be selected to play the parts of representatives of two selected organizations working together on a similar goal. The role players will demonstrate active listening processes and will participate positively.

Role Play Situation

The "project": A public educator from a fire department and a Red Cross volunteer are collaborating on developing an educational effort to show children how to safely leave a burning building and call the fire department. This is to be done during the first two weeks of school for all elementary school students. It's now June, so there are about 12 weeks before the program must begin.

Participant "A": Joe, a firefighter assigned to support the public education activities of the department. He is interested and enthusiastic. He has little background on educating the public, but he has rescued several children in the past few years from burning buildings. The children were found hiding in closets and under beds. Joe has the full support and backing from his fire chief on this project.

Participant "B": Mary, a Red Cross volunteer who is a third-grade teacher in a local elementary school. She has 18 years of experience in educating children. A couple of months ago, two children in her class barely escaped from a fire in their apartment. Mary has the full support and backing from the volunteer leadership of her local Red Cross chapter.

The stage of the project: Both organizations have agreed to be involved. Good materials from the National Fire Prevention Association are already in stock at the fire department. Joe and Mary have been designated by their respective organizations to work on the project.

The following items have been completed by others in their organizations:

- Needs assessment--educating children about how to escape a burning building safely is a high need in the community.
- Mission statement--a mission statement of expected results was included in a letter from the Red Cross to the fire department when the Red Cross agreed to participate in this effort.
- Goals--there is one goal: to educate children about safely escaping a burning building and calling the fire department.
- Objectives--the objectives are:
 - describe how to find two ways out of each room in their home;
 - demonstrate how to identify if they can safely open a door;
 - crawl low under smoke;
 - use an alternate way out if the door is blocked;
 - dial the community's emergency telephone number and provide essential information for a fire response.
- Budget.
 - The fire department has provided the materials, and has an adequate supply on hand for the number of students to be reached.
 - The fire department has committed to Joe's time, and may consider releasing others, time permitting.

Joe and Mary need to do the following:

- Get clearance from the school district to conduct their planned program.
- Determine what they actually will do with the children.
- Recruit and train people to conduct the program.
- Recruit people to evaluate the program.

APPENDIX

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Public Education Action Plan Involving Others

Ask yourself the following questions before planning and developing public education activities and materials. The answers will guide you as you work to build public awareness, preparedness, and response.

1. What is the subject of your activity?
 - Is this a new activity or a supplement to an existing activity?
2. What is the need in your community for this activity?
 - What demographic information do you have to justify this activity?
 - What information from a hazard and risk analysis supports this endeavor?
3. What will be your focus during the first year?
 - Successful public education arises from multiyear efforts. The first year, start small to allow yourself to evaluate your activity and work out any problems.
 - What information do you have from a hazard and risk analysis that shows high priority needs for first-year efforts?
4. Which groups are most likely to be affected by the problem you plan to focus on first?
 - Name the specific groups to which you will target information.
5. What information is most important to deliver to your target audiences?
 - Do they need awareness-raising information? Or, if they understand the potential hazards, do they need information to dispel myths and learn how to respond appropriately?
6. What are the most important messages to deliver to your target audiences? (Write them down.) What myths and misconceptions must the messages correct?
 - Describe any particular myths or misconceptions held by your target audiences.
 - Write specific messages that dispel these myths and tell people what to do (not what **not** to do).
 - Check these messages with local experts for accuracy and consistency.

7. What are your objectives in conducting this activity?
 - What are the primary and secondary reasons for undertaking it?
 - What do you really want to achieve from it?
8. Which media are the best choices for delivering these messages?
 - How do your target audiences receive information? Are print, radio, or TV presentations, or a combination of them the most appropriate means of delivering your message?
 - Multimedia efforts are more successful. Have you considered how to combine various media to reach your target audiences with consistent messages?
9. Which community groups reach your target audiences? Who will you involve from these groups?
 - Name the community groups that reach your target audiences.
 - What steps have you taken to recruit members of these community groups?
10. What are the costs of producing materials that will be well received by the public?
 - If you are seriously considering developing materials of your own, have you factored in all costs, such as editorial work, graphic design, photography, printing, etc.?
11. What people or groups can help you develop this activity/product, or help to pay for it?
 - If available materials are good but not free, what steps have you taken to get local underwriting to buy them and/or to pay for shipping?
 - Who can help you identify funding sources?
12. What products are available to meet your needs?
 - What materials are available free or at a low cost from government agencies such as FEMA/USFA, the Red Cross, or local organizations?
13. What is your plan for testing the effectiveness of your activities and materials with groups you intend to reach?

- Have you contacted the developers of existing materials to gain from their experience how the products were used and received by audiences?
 - Have you arranged field tests or focus groups to look at your proposed activities, materials, public education plan, and overall effort and give you feedback on their perceptions of the value of each?
14. Over what period of time are you planning to use this activity/product?
- Is this for short- or long-term use?
 - Is it part of a comprehensive plan that builds logically from one part to the next?
15. Who will manage your overall effort and deliver activities to your community?
- Name the paid and volunteer staff, community group representatives, and local government contacts who will organize, maintain, and deliver the public education effort in your community.
16. How do you plan to evaluate the effectiveness of the activities materials you have selected?
- Have you recruited people not involved in the planning or development process to serve as unbiased observers and reviewers?
 - Do you have a followup process to measure the credibility of your messages to the target audiences, and to what degree they followed the advice?
17. How do you plan to build on these efforts?
- What can you do to build your outreach over time?
 - What is your next target audience?

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UNIT 4: EDUCATIONAL PRINCIPLES: CHOOSING THE BEST FIRE AND LIFE SAFETY PROGRAM

TERMINAL OBJECTIVE

Using the problem in their community and identifying a target audience, the students will be able to select the safety behavior to be taught, and the appropriate presentation that best addresses their project.

ENABLING OBJECTIVES

The students will:

- 1. Understand what learning is by correctly recalling all items of a list of words in order, after acting out a story about the words. They will then process the activity and pull out information on the learner and the learning process.*
 - 2. Develop a scenario of an effective learning environment, after completing a worksheet on a past learning experience.*
 - 3. After viewing five video segments, show understanding of characteristics of development of learning by discussing how the developmental stage affects the safety behavior taught for a particular target audience.*
 - 4. Demonstrate their understanding of the qualities of a successful program by correctly using a checklist for successful programs after dissecting a sample program.*
 - 5. Demonstrate the application of educational principles to a specific successful program by correctly identifying the target audience, characteristics of development, and key safety behavior taught.*
 - 6. List at least three areas of concern when adapting programs.*
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INTRODUCTION

In this unit, we will explore how learning occurs at different age levels and evaluate programs for their effectiveness and appropriateness in teaching key safety behaviors to particular age groups. The entire concept of learning will be discussed, including

- what is learning;
- what happens during learning;
- steps in the learning process;
- the learning environment; and
- developmental stages of learning.

As public educators, you are aware that key safety behaviors must be taught in different ways for different age groups and levels of target audiences. This unit will provide you with a checklist to indicate successful programs for different age groups on various safety behaviors. This handy and easy-to-use reference will be invaluable when preparing presentations for target audiences. In addition to the section on learning, the following instructional points will be discussed within this unit and will be demonstrated through corresponding activities:

- characteristics of development;
- components of successful programs; and
- learning methods.

DEFINITION OF LEARNING

Learning involves four factors:

- The act or experience of one who learns.
- Knowledge or skills acquired by instruction or study.
- Modifying a behavior through experience.
- Learning occurs through practice.
- Many people have developed different learning theories:
 - Bruner emphasized cognitive growth through the use of language.
 - Ausubel emphasized hierarchical structures in memory and advanced organizers to facilitate learning and transfer.
 - Gagné emphasized conditions of learning.

- Carroll developed the Time Model of Learning.
- Bloom emphasized the idea of Mastery Learning and developed "Bloom's Taxonomy."
- Case put forth a Developmental Model of Learning.
- Collins emphasized Inquire Teaching.
- Merrill and Reigeluth talked about an Instructional Quality Profile.

The thing to remember about learning is the need to evaluate whether or not it has occurred. That is why the section on evaluation is so important.

WHAT HAPPENS DURING LEARNING?

In any situation where learning occurs, the learner brings his/her individuality to the situation and the actual learning process. One cannot occur independently of the other.

The Learner

- Learning occurs inside the person.
- The learner needs to be self-activated.
- Best learning is personally relevant.
- The self is a rich resource.
- Personal learning speeds differ.
- Personal learning methods differ.

The Learning Process

- May be painful.
- Is often collaborative.
- Is a consequence of experience.
- Is emotional and intellectual.
- Uses problem-solving.
- Stimulates the senses.
- Uses positive reinforcement.
- Occurs in sequence.
- Is continuous.

It is important to realize here that different age groups learn in different ways, and that different personalities work better with some types of learning methods than with others. For instance, a person may be highly visual-oriented, and may learn more effectively by

using color, shape, and size. The important thing to remember in this section is to take stock of your target audience and to assess the way in which they learn the best.

STEPS IN THE LEARNING PROCESS

Critical Elements of Learning

Motivation. The learner must see the need for the information and want to learn it for some reason. Items for educators to consider in motivation are

- Set the tone--a friendly, open atmosphere helps the student become enthusiastic about learning.
- Set an appropriate level of concern--students need to know the importance and value placed on a particular topic.
- Set an appropriate level of difficulty--material should challenge the students, not frustrate them.
- Give feedback--students need to know the specific results of their learning.
- Give rewards--students need to know the benefits received from learning the material. Rewards do not have to be monetary. Praise for a job well done is a great motivator.
- Choose subject matter that is interesting--students learn more easily when they are interested in the subject matter.

Reinforcement. Can be positive or negative, and it encourages performance of the correct behavior.

- Positive reinforcement generally is used when teaching new skills.
- Negative reinforcement generally is used when teaching a replacement skill.

Retention. To remember or retain the information. Practice and repetition assist retention.

- Students who see a purpose in learning the material retain it easier.
- If students don't learn the material well the first time it is more difficult to retain.
- The old adage "practice makes perfect" is very true regarding retention.

Transfer. Linkages can be made to other learning and can result in applying the learning to produce the correct behavior.

- Students who associate new material with something they already know can transfer learning more easily.
- When new material is similar to material already known, transfer occurs more easily.
- Transfer is more easily accomplished when students learned very important material and learned it well originally.

THE LEARNING ENVIRONMENT

During the learning process, it is important to provide conditions that nurture learning. The environment should be such that people are encouraged to learn and feel safe. When you think back on those times in your life when effective teachers taught you concepts that you learned and remembered, you will recall that the conditions promoted good learning.

The physical learning environment:

- is a comfortable space in which to learn; and
- accommodates the needs of the students.

An important thing to remember is to check out the physical plant prior to your program.

- Arrive at least 15 minutes early to make sure that everything that is needed for your presentation is available.
- Arrange the room in such a way that it is conducive to good learning for the target audience. (This will be discussed in greater detail in Unit 6.)

Seating Arrangements

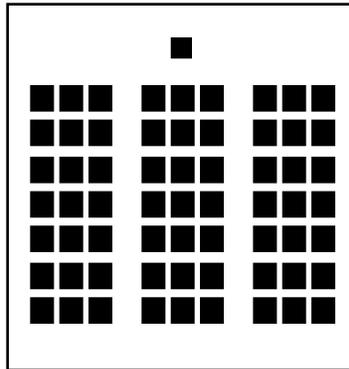
Consider seating arrangements as a primary consideration. How close an audience sits to a presenter determines the need for a microphone, special media equipment, and the size of visuals.

Each seating arrangement has advantages and disadvantages. The **auditorium** design allows for maximum control, but minimum interaction among attendees. The **chevron** allows considerable control, along with greater freedom for audience members to interact. In addition, the chevron allows for maximized line of sight for the audience to view the speaker and media. A **traditional** layout is similar to the auditorium design, but with the added feature of desks or work surfaces and chairs. The **horseshoe** design is less formal than the other designs. It allows for more freedom for interaction while still allowing control by the presenter. The **circle** formation is sometimes referred to as the

leaderless group. It maximizes interpersonal interaction, while greatly limiting any form of leader control. The circle design is best suited for activities and group interaction.

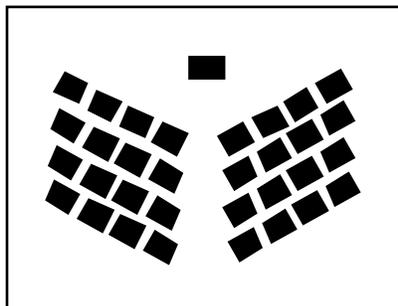
Small Groups are excellent for activity work and bonding among group members. They allow for good instructor movement but should be monitored to see how the group mixes. **Work Activity Stations** are excellent with very young children and center around an activity such as reading, building, painting, etc.

Auditorium



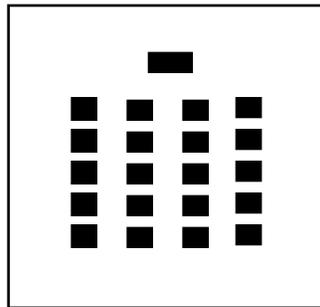
- Effective for audience control.
- Seats large numbers.
- Effective for lectures and projected media.
- Very limited opportunity for audience involvement.
- Extremely limited opportunity for activities that require movement and interaction among audience members.

Chevron



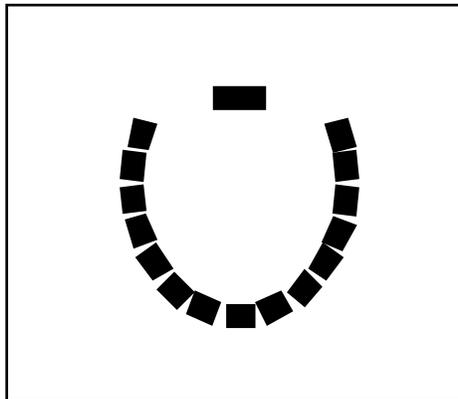
- Effective for lectures and media projection.
- Good for classroom management.
- Allows for limited interaction among audience members.
- Excellent for line of sight for audience members.

Traditional Classroom



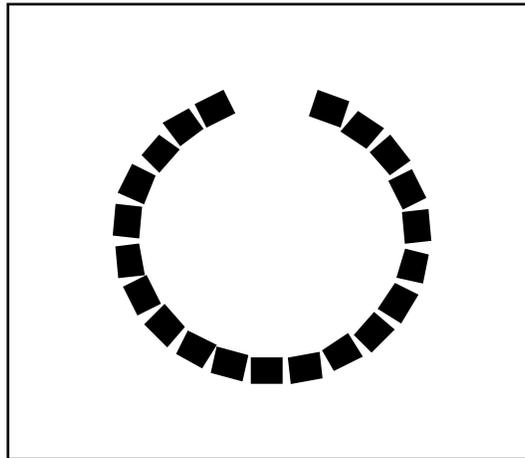
- Effective for audience control.
- Seats moderate numbers.
- Effective for lectures and projected media.
- Limited opportunity for audience involvement.
- Limited opportunity for audience members to move about.

Horseshoe/U-shape



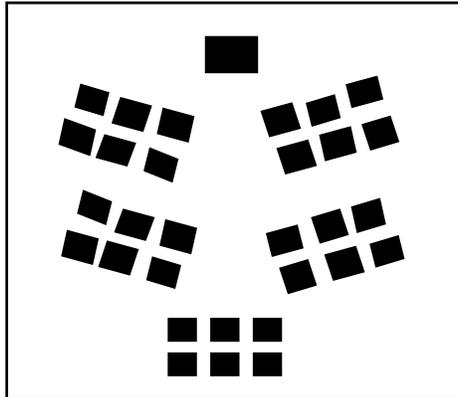
- Excellent for demonstrations and use of varied media.
- Unobstructed line of sight for audience members.
- Good for audience interaction and movement.
- May limit class control.
- Limits the number that can be in a class or presentation.

Circle



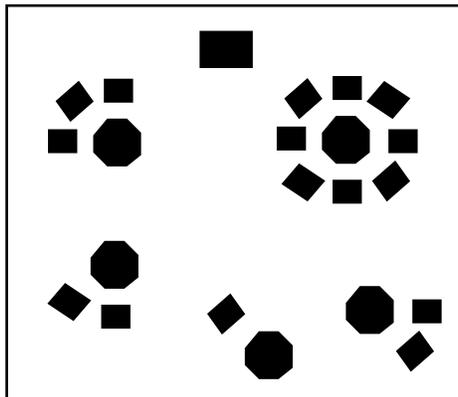
- Very effective for discussion and interaction among audience members.
- Participative class design that facilitates role-playing activity, and demonstration observation.
- Very limited class management.
- Equal line of sight for all participants.

Small Group



- Excellent for activity work and bonding among group members.
- Allows for good instructor movement and individualized attention to students.
- Must be monitored to see how the group mixes; the instructor may need to move some members if the group does not become cohesive.
- Allows for greater participation among group members.

Work Activity Stations



- Excellent with very young children--especially preschoolers.
- Station centers around an activity and students move from station to station.
- Stations highlight different tasks, such as reading, building, painting, etc.; can be built to accommodate the learning needs of the students.

- Can be noisier than the traditional classroom setting and needs to be monitored for effectiveness with students.

CHARACTERISTICS OF DEVELOPMENT

Although some learning theorists argue that any topic can be taught to any age level of person, it is necessary to use different educational methods and varying parts of topics for different age groups. Rarely do we find public educators working with children younger than two years of age. **Quite commonly, the first age group of students that we, as public educators, work with are preschool students.**

On occasion, there will be some two-year-olds mixed in with the three- to five-year-olds. One thing to notice is that the two-year-olds may be afraid of firefighters who are fully clothed in turnout gear. **If you do have two-year-olds in with your preschool children, make sure that a teacher or parent is with them.** It also is important to have firefighters who demonstrate their turnout gear crawl around on the floor at the same eye level as the children. It is advisable for them to put on their breathing apparatus slowly and carefully while they are explaining it to the children.

The object of this lesson is to show the children that the firefighter is their friend and they need not be afraid of him/her.

Audiences can be grouped roughly into the following age groups:

- preschool;
- early elementary (K to grade two);
- upper elementary (grades three to five);
- middle school (grades six to eight);
- high school (grades nine to twelve);
- adult; and
- senior.

Different age groups learn different things in different ways:

- Preschool--Ages 2 to 5 years.
 - limited attention span;
 - beginning to recognize letters;
 - scribble rather than color;
 - beginning to develop small motor skills;
 - learn through action songs, sorting activities, and creative play; and
 - like games such as "Let's Pretend."
- Early Elementary--Ages 5 to 7 years, Grades K to two.
 - mastery of basic language;
 - like repetition;

- good at modeling behavior; and
- enjoy drama and poetry.

- Upper elementary--Ages 7 to 10 years, Grades 3 to 5.
 - starting to think logically;
 - like to monitor others' behavior;
 - like responsible behavioral tasks; and
 - good at directing others.

- Middle school--Ages 10-13 years, Grades 6 to 8.
 - entering puberty;
 - fast physical and emotional growth;
 - peer group is very important; and
 - need to be challenged.

- High School--Ages 14-18 years, Grades 9 to 12.
 - high level of responsibility;
 - need to be treated as adults;
 - very discerning;
 - want programs that will help them as future homeowners and parents; and
 - must be respected for their maturity level.

- Adult--over age 18.
 - must be motivated to learn;
 - need to know the "bottom line";
 - detailed questioning;
 - varied background and experience; and
 - want practical programs they can apply.

- Seniors--over age 60.
 - may need special accommodations for physical changes in eyesight, hearing, mobility, etc.;
 - demand respect for their past experience and knowledge; and
 - can be wonderful advocates.

EDUCATIONAL PRINCIPLES: CHOOSING THE BEST FIRE AND LIFE SAFETY PROGRAM

TARGET AUDIENCE	CHARACTERISTICS OF DEVELOPMENT	KEY SAFETY BEHAVIOR	PROGRAM
1. Preschool—Ages 2-5 years	<ul style="list-style-type: none"> • limited attention span • beginning to recognize letters • scribble rather than color • beginning to develop small muscle skills • learn through action songs, creative play, sorting activities, and games 	<ul style="list-style-type: none"> • matches are tools, not toys • Stop, Drop, and Roll • firefighter is your friend • Stranger—Danger 	
2. Early elementary—Ages 5-7 years, Grades K-2	<ul style="list-style-type: none"> • mastered basic language • like repetition • good at modeling behavior • enjoy drama and poetry 	<ul style="list-style-type: none"> • sound of a smoke detector • Exit Drills in the Home—EDITH • 911 Emergency calls • Water Wise 	
3. Upper elementary—Ages 7-10 years, Grades K-5	<ul style="list-style-type: none"> • starting to think logically • like to monitor others' behavior • like responsible behavioral tasks • good at directing others 	<ul style="list-style-type: none"> • Hot Spots in the Home • First Aid for Little People • maintaining smoke detectors • outdoor fire safety 	
4. Middle school—Ages 10-13 years, Grades 6-8	<ul style="list-style-type: none"> • entering puberty • fast physical and emotional growth • peer group is very important • need to be challenged 	<ul style="list-style-type: none"> • safety around flammable liquids • lightning protection • juvenile fire setting education 	
5. High school—Ages 14-18, Grades 9-12	<ul style="list-style-type: none"> • high level of responsibility • need to be treated as adults • want programs that will help them as future homeowners • are very discerning 	<ul style="list-style-type: none"> • Cardio-pulmonary Resuscitation (CPR) • Advanced First-Aid • babysitting and helping siblings • kitchen fire safety • fire service as a career 	
6. Adults—Ages 18+	<ul style="list-style-type: none"> • must be motivated to learn • need to know the "bottom line" • detailed questioning • varied background and experience • want practical programs they can apply 	<ul style="list-style-type: none"> • employee fire safety • eliminating home hazards • installing early warning devices • portable fire extinguishers • residential sprinkler systems • proper addressing 	
7. Seniors—Ages 60+	<ul style="list-style-type: none"> • may need special accommodations for physical changes in eyesight, hearing, mobility, etc. • demand respect for their past experience and knowledge • can be wonderful advocates 	<ul style="list-style-type: none"> • heart-risk factors • slips and falls • electrical fire safety 	

CONTINUING THE LEARNING MATRIX

Developmental stages and appropriate programs.

- Different age groups learn different things in different ways.
- Each target audience is at a different developmental state with different characteristics of development.
- Each target audience needs to learn different things.
- It is important to teach the appropriate things to each different age group, so that the information corresponds to the characteristics of their development.

Example: Smoke alarms--preschoolers can learn the sound of the smoke alarm and know to escape quickly; fifth graders can check their smoke alarms and maintain them every month.

- The important things to teach appropriately to each target audience are called **key safety behaviors**.
- Different **key safety behaviors** should be taught to different target audiences.
- Outline some typical key safety behaviors that could be taught to each different target audience.

COMPONENTS OF SUCCESSFUL PROGRAMS

In selecting a program that best fits the needs of your community, it is important to outline the qualities of a successful program.

In the unit on evaluation, you will be given the tools to evaluate programs. Phil Schaenman, in his book, *Proving Fire Education Works*, states "Public Fire Education can work when done well--with well-targeted, appropriate, clear materials; with enough repetition, and with a valid evaluation to demonstrate it worked and to provide feedback."

When assessing a potential program for your community, make sure that it meets your criteria for a successful program. Be sure the program includes the following

Qualities of a Successful Program

- It has been evaluated and proved successful.
- The curriculum has been developed by people knowledgeable about the target audience and the behavior to be learned.

- The program has a proven track record and has been recommended by other public educators.
- The content deals with the safety behavior you want to teach.
- The material is age-appropriate.
- The program fits within your budget limitations.
- The program is easy to obtain and implement.
- The program can be adapted to your community with very minor changes.
- The program is sensitive to audience needs and does not discriminate with respect to gender, age, race, religion, or ability.
- The program is comfortable for you to use.

APPROPRIATE PROGRAMS

Selecting the appropriate materials to be used in any learning situation is extremely important. There are many materials on the market that explain different safety behaviors.

For instance, in the area of juvenile firesetting, most major departments have put together some type of educational intervention program.

There also are many commercial programs available through groups such as National Fire Protection Association, Coronet, Syndistar, Disney, International Fire Safety Training Association, etc. Some of these programs may be specifically targeted to certain audiences.

It is important, when choosing materials to explain your particular safety behavior, that you choose the most appropriate program for your age group and developmental level.

In the learning matrix developed for this course there are samples of programs that relate to specific age groups and target audiences. You may choose to explore some of those programs or get further information on the programs discussed in the bibliography. All information and costs were accurate at the time of printing; however, you should contact the supplier for up-to-date information.

ADAPTING PROGRAMS

When adapting programs to better meet the needs of your community, keep the following areas of consideration in mind.

Copyright

Make sure that the program is adaptable. Check out the copyright rules. Only copy the program if it is permissible. Obtain written permission from the authors to change, copy, or redistribute their material. Some authors do not wish to have their material altered because of the intent behind the way it was compiled. Always stay within legal guidelines.

Crediting Source

Even if it is permissible to alter the program, it is important to give credit where credit is due. Citing the source that developed the material is a necessity.

Adapting Without Destroying

As mentioned earlier, some authors do not wish to have their material altered. Sometimes adaptation will interfere with the intent behind the way the material was compiled. If you do adapt something, make sure your changes do not dilute the program, so as to make it ineffective. Be very thoughtful and careful when adapting an already proven, successful program.

Resources

If you are unable to get the resources you need for a program and have to adapt in this area, make sure that the resources you substitute are comparable and will support the intent of the program you wish to deliver.

Networking

Check your own area, county, state and see what programs are available. You may be able to share resources with a nearby department. Also, there may be a lending library or State Fire College that could assist you. Make sure you use the networking unit in this class to build up sources of potentially useful programs.

Activity 4.1

What is Learning?

Purpose

To understand what learning is, you will try to learn a list of words in sequence. What actually happens to the learner during the learning process will be discussed.

Directions

After having been given a list of words to recall in order, you will attempt to write down those words from memory. After hearing and acting out a story connecting the words, you will do the same activity and will be able to understand the principles of learning that were involved in this activity.

1. Number 2 pieces of paper from 1 to 20.
2. On 1 sheet of paper write, in sequence, the 20 words read by the instructor.
3. Grade your paper and put your score on the easel pad.
4. Listen, read, then act out the story with the instructor.
5. Take the test again.
6. Grade your paper and compare your scores on the easel pad.

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Activity 4.2

The Learning Environment

Purpose

To develop a list of items that contribute to an effective learning environment, after completing a worksheet on a past learning experience.

Directions

1. Complete the worksheet on a Past Learning Experience.
2. In the large group discussion, brainstorm key points about the learning environment that affect learning.

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Activity 4.2 (cont'd)

Past Learning Experience Worksheet

The purpose of this exercise is to increase your awareness of the learning environment and of what elements were present and helped your learning in different situations. It also will make you aware of things that were distracters in your learning. Please relax and enter a state of recall. Think of a recent experience where you were learning to do something. It can be job related or learning a new skill or concept. It is easier to recall something that has made an impact on you. Choose one learning experience and follow it through as you answer the following questions.

Where are you?

Who is with you?

Describe the physical environment around you.

Is it warm or cold?

Inside or outside?

Is there enough room?

Adequate lighting?

Are there any distractions?

Noise?

Traffic?

Other?

Is there enough time?

Enough explanation?

Are you moving around or stationary?

Alone or with others?

Are you in a group?

If so, how large is the group?

Does anyone there need special accommodation, i.e., for vision, hearing, or mobility?

If yes, please explain:

Are you there voluntarily?

Do you know anyone else who is there?

Are you comfortable in this setting?

Are you seated?

If so, describe the seating arrangement.

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Activity 4.3

Characteristics of Development

Purpose

To demonstrate dealing with various age groups and their characteristics of development by viewing different video segments.

Directions

1. View the different video segments.
2. While viewing the videos, fill in the worksheet.
3. Write down the characteristics of development associated with each target audience.

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Activity 4.3 (cont'd)

Worksheet

Scenario One

Target Audience: Preschool children, ages 3 to 5, mixed cultural background.

Characteristics shown in the video: _____

Scenario Two

Target Audience: Upper elementary schoolchildren in Grade 4, mixed cultural background.

Characteristics shown in the video: _____

Scenario Three

Target Audience: Adults.

Characteristics shown in the video: _____

Scenario Four

Target Audience: Adults, age 20+, mixed cultural background and various languages.

Characteristics shown in the video: _____

Scenario Five

Target Audience: Mature adults, age 60+, mixed cultural background and a variety of physical capabilities.

Characteristics shown in the video: _____

Scenario Six (optional)

Target Audience: Teachers of preschool children who are going through a train-the-trainer program on fire safety for preschoolers.

Characteristics shown in the video: _____

Activity 4.4

Successful Programs

Purpose

To brainstorm components of successful programs by working together in small groups and dissecting a sample successful program.

Directions

1. You will be assigned to groups of five and to one of the programs listed below. You will go on the Internet to locate program materials. If an assigned program is unavailable on the Internet, then you may search for another public education program on the Internet with instructor approval. Your group should review the program materials for your assigned program according to the Checklist for Successful Programs found in your Student Manual (SM).
2. You will be assigned to one of the following programs:
 - a. East Pierce, Washington Fire Department Smoke Alarm Programs (www.eastpiercefirer.org/page.php?id=158).
 - b. Child Passenger Safety Program--Virginia Department of Health (www.vdh.virginia.gov/ofhs/prevention/cps/).
 - c. Fire safety outreach materials for older adults (USFA) called Fire Safe Seniors Program (www.usfa.fema.gov/prevention/outreach/older_adults.html).
 - d. The National SAFE KIDS Campaign (USA). Go on the Internet and pull up featured program article for description (<http://europepmc.org/backend/ptpmcrender.fcgi?accid=PMC1067565&blobtype=pdf>).
 - e. Kohl's Helmet Safety Program at Seattle's Children.
3. In your small groups, examine the program that you have been assigned. Answer the following questions:
 - a. Who is the target audience? Who would best benefit from this program?

- b. How does this program address the characteristics of development?

 - c. What key safety behaviors are taught by this program?

- 4. Check out your sample program against the Checklist for Successful Programs. This checklist is a simple tool that can be used to evaluate different programs.
 - 5. Grade your sample program, and be willing to explain that checklist to the class.
 - 6. Select a spokesperson to report to the class.

Activity 4.4 (cont'd)

Checklist for Successful Programs

Program Name: _____

Safety Behavior(s) Taught: _____

Target Audience: _____

Resources Used: _____

CHECKLIST		YES	UNDECIDED	NO
1.	It has been evaluated and proved successful.			
2.	The curriculum has been developed by people knowledgeable about the target audience and the behavior to be learned.			
3.	The program has a proven track record and has been recommended by other public educators.			
4.	The content deals with the safety behavior you want to teach.			
5.	The material is age-appropriate.			
6.	The program fits within your budget limitations.			
7.	The program is easy to obtain and implement.			
8.	The program can be easily adapted to your community.			
9.	The program is sensitive to audience needs and does not discriminate by gender, age, race, religion, or ability.			
10.	The program is comfortable for you to use.			
Each YES ✓ is worth 10 points Each NO ✓ is minus 10 points Each UNDECIDED ✓ is worth 0 points		TOTAL SCORE <div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px auto;"></div> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px auto; text-align: center;">100</div>		

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GLOSSARY

Conditions of Learning	A state of readiness for learning; the environment within and around the learner.
Motivation	The learner must see the need for the information and want to learn it for some reason.
Principles of Learning	Basic truths, assumptions, and standards about learning. Principles are the foundation and basic constructs of learning.
Reinforcement	Can be positive or negative; it encourages performance of the correct behavior.
Retention	To remember or retain the information. Practice and repetition assist retention.
Transfer	Linkages can be made to other learning and can result in applying the learning to produce the correct behavior.

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UNIT 5: EVALUATION

TERMINAL OBJECTIVES

Given a fire or life safety problem and target audience from their own community, and a resource inventory, the students will be able to:

1. *Identify the elements of the presentation to evaluate.*
2. *Select the appropriate evaluation method for the presentation.*
3. *Identify two local resources for assistance in developing an evaluation instrument and interpreting the results.*

ENABLING OBJECTIVES

The students will:

1. *Explain three benefits and two limitations of presentation evaluation.*
2. *Explain the purpose, one benefit, and one limitation of the following evaluation methods:*
 - a. *pretest/posttest;*
 - b. *skill test;*
 - c. *survey; and*
 - d. *loss/injury statistics.*

EVALUATION

3. *Given a set of evaluation results from before and after an educational presentation:*
 - a. *determine the educational gain or loss between the pretest and posttest;*
 - b. *determine any patterns or discrepancies in test results; and*
 - c. *develop a conclusion based on the scores.*

4. *Summarize the following sequential events which occur following a successful fire or life safety education presentation:*
 - a. *knowledge gain;*
 - b. *behavior change;*
 - c. *environmental change; and*
 - d. *end impact.*

5. *Explain two different methods for measuring each of the following events;*
 - a. *knowledge gain;*
 - b. *behavior change; and*
 - c. *environmental change.*

6. *Given a summary of a fire or life safety education presentation and presentation results, correctly determine which of the following events occurred following the presentation:*
 - a. *knowledge gain;*
 - b. *behavior change; and*
 - c. *environmental change.*

7. *Correctly explain the proper methods for administering the following types of evaluation instruments;*
 - a. *pretest/posttest;*
 - b. *skills test; and*
 - c. *survey.*

INTRODUCTION

When the word evaluation is mentioned, you may envision a test in school, or possibly a review of your performance at work. To many people, the thought of evaluation brings about stressful feelings and fears. These bad feelings are usually a result of bad experiences as children in school. However, evaluations can be a positive experience and a very useful tool for the public educator.

Hundreds of times each day, fire service personnel do public education presentations to all sorts of different audiences. In most cases, the public educators count on their own experiences to judge the effectiveness of the presentation. For example, an engine company may present a lesson on Stop, Drop, and Roll to a preschool class. After the presentation, the children clap loudly and give the firefighters a lot of hugs. The educator is very proud of the presentation and assumes he/she is successful because of the reaction of the children.

But are the hugs given simply because they are firefighters? Did the children really learn anything about Stop, Drop, and Roll? Will the children be able to do the behavior in six months if their clothes catch on fire? Unfortunately, without some type of evaluation the public educator cannot be certain if the children really learned the behavior. The reactions of the children and the assumptions of the educator may not be good indicators of a successful presentation.

Another example of the importance of evaluation is a class on cardiopulmonary resuscitation (CPR). Most people would agree that it is very important that anyone taking a CPR class should have to perform the techniques on a mannequin to show they have mastered the skills. After all, this is something that could save a life someday and, if done wrong, could cause serious injury. But couldn't the same thing be said about fire and life safety behaviors taught by public educators? They are intended to save lives and prevent injury. Unfortunately, little time is spent to ensure that the participants in fire and life safety education presentations, whether young or old, have learned the behaviors or retained the information.

It is obvious that evaluation is a vital part of the duties of the public educator. In years past, evaluation was something that was seldom done; when it was done, it was generally associated with school presentations. But times are changing. Today, the public educator provides educational presentations to deal with specific problems. Also, the educator must use scarce resources wisely. In other words, it is critical to make sure that any presentation is effective in achieving its objectives.

Evaluation provides the educator with the information necessary to determine if the objectives have been reached. Evaluation also provides feedback on the effectiveness of the educator as a communicator. Both types of information allow educators to change the presentation if needed, and to develop and enhance their professional skills.

The evaluation of a presentation fits into the overall public education process. Remember, this process begins with analysis. It then proceeds with presentation development and then presentation delivery to a target audience. Finally, evaluation provides information that can be used in future analysis and in refining the presentation. This process is illustrated in Figure 5-1.

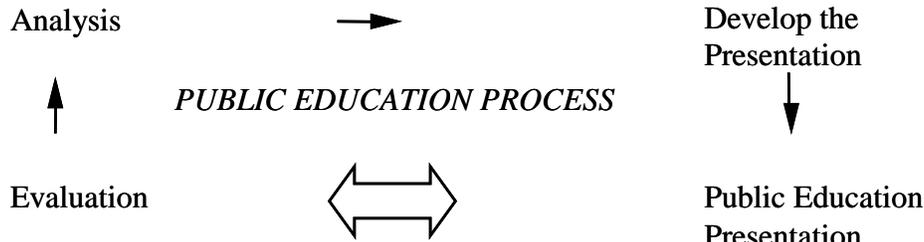


Figure 5-1

In the future, evaluation should be as important a tool to the public educator as analysis or networking. It should be considered at every stage of developing a presentation. The feedback provided by evaluation can show a success, and it can identify areas that need work. In short, it is a management tool vital to every public educator.

Unit 5 is designed to introduce you to basic evaluation skills. These skills are applied to effective evaluation of an educational presentation. Not only will the skills help you evaluate how much the target audience has learned, they also will provide you with information that can improve your presentation skills. After completing this unit, your evaluation skills will help you to:

- identify elements of the presentation that should be evaluated;
- select the appropriate evaluation method for a public education presentation;
- interpret basic information provided by an evaluation; and
- identify local resources that are available to help with evaluation.

Take time to review the learning objectives for this unit; they provide a clear description of what knowledge and skills are to be achieved.

PURPOSE OF EVALUATION

Evaluation is similar in many ways to analysis. Evaluation is a planned process with a distinct series of steps, and is designed to provide the public educator with a specific type of information. This information can show the public educator:

- if the target audience has learned the desired information;

- if the target audience can perform the fire or life safety behaviors demonstrated in the presentation;
- strengths and weaknesses of the instructional methods used by the public educator;
- the effectiveness of the analysis process; and
- the level of knowledge or skills of the target audience before the presentation.

Specifically, **evaluation** is a process which examines the results of a presentation to determine the effectiveness of the presentation. Sometimes this will involve conducting an immediate evaluation of the target audience. For example, you might give a school class a written test. In other situations, the evaluation may need to be done at a later date. A good example of this is a presentation on proper placement and testing of smoke detectors. The evaluation may be a survey sent to each person who attended the presentation to find out if he/she mounted a smoke detector following your presentation. In both cases evaluation is used to determine if the outcome objectives were achieved.

Benefits of Evaluation

A major benefit of evaluating your presentations is to justify their existence. In today's organizations it is necessary to justify each program. The justification is shown through the information provided by evaluation. The days of doing something just because it is the right thing to do are over; public educators must be able to prove that their presentations are effective in changing behaviors and reducing loss.

Another benefit of evaluation is that it identifies the strengths and weaknesses of your presentation. The best planned presentation may have problems. Evaluation will point out those problems so that you can correct them as soon as possible. If you make the necessary changes before you have given the presentation 20 or 30 times, you won't need to spend time going back and correcting the misinformation. Also, identifying the strengths of the presentation will help you when you do future presentations. Effective educators capitalize on the strengths of a presentation while always working to improve its weak areas.

Many times evaluation will provide a motivational boost to you. For example, when you work very hard to prepare a presentation and the evaluation shows that you achieved the objectives and that the target audience was pleased with the presentation, you feel good about yourself and your program. Keep in mind that not every evaluation will be positive. You can't personalize the negative evaluations or let them demoralize you. Those evaluations must be used as a guide to improve your skills and the presentation.

In some cases the evaluation also will motivate the target audience. This is especially true with children. Children work hard to please you and do whatever it is you are asking of them. Evaluation tells you and them that they have been successful. This success will motivate them to work hard next time you give a presentation.

Evaluation can provide feedback on the effectiveness of your analysis of the target audience. Many times surveys given after a presentation will tell you if the presentation was what the audience wanted and needed. This information should confirm the information provided through analysis. If it doesn't, you may need to review the analysis process. It also could mean that the presentation needs to be changed. In either case, the evaluation helps to ensure that the next presentation to the target audience will be more effective.

Finally, it is important to distinguish between evaluation of a single presentation and the evaluation of a program. A presentation is only one part of a program. In most programs there are many other evaluation methods used to reach the target audience, including public service announcements, written materials, news stories, etc. Because of the variety of components of a program, program evaluation is a complex process. For this course, only evaluation of a single presentation will be considered. Remember, however, success in the long term is the sum of many individual successes.

Limitations of Evaluation

Just as with any other tool you use in public education, evaluation has limitations. You must be aware of those limitations before you begin developing an evaluation plan.

- Evaluation requires thoughtful preparation.
- Evaluation may require assistance to design and administer.
- The results of an evaluation may not provide the information desired.
- Evaluation may be affected by the bias of the target audience.

Evaluation is more than just a couple of questions you ask the audience before or after the presentation. It is a process that looks at the outcome objectives, the characteristics of the target audience, and the nature of the behaviors you are presenting. This information is used to design the **evaluation method**; the specific method used to provide information in the evaluation process. This process requires that careful thought be given to the purpose of the evaluation and the best method to achieve that purpose.

Many times, you will need to seek assistance from other educators or educational professionals to help you design, administer, or interpret the information provided by an evaluation. Evaluation is a new tool to many public educators. It is best to seek help in the beginning of the planning process. This will ensure that the evaluation method used will meet your needs.

There are many resources in your community that can provide assistance in the development and administration of evaluation instruments. In many cases, these resources will have carried out similar evaluations for other projects and programs. Local resources that can provide assistance with evaluation include

- local schools;
- community colleges/universities;
- graduate students in education programs;
- health departments;
- division of local governments;
- marketing agencies;
- Chambers of Commerce;
- city/county planning departments;
- state fire marshal;
- other fire departments with similar education programs; and
- injury prevention organizations.

Another limitation of evaluation is that it may not provide the information that you want or need. Even though careful planning will help make sure the evaluation is effective, there are some things that are out of your control. For example, surveys that are sent to participants after a presentation can provide valuable information. Unfortunately, you can't make people return the surveys. If they don't return the surveys, you don't have the information you need.

Finally, the biases of the target audience may result in inaccurate information. Many times the audience may give you the "right" information even though it does not reflect the truth. For example, someone may mark "yes" to a question about the placement of smoke detectors in his/her home because he/she knows that is the answer you want. In reality he/she does not have a smoke detector at home. Also, some target audiences may resent your authority. An evaluation used with these audiences may not provide any information.

EVALUATION METHODS

There are many different methods of evaluation available to public educators. However, there are four methods that can be used by public educators to evaluate individual presentations effectively:

- pretest/posttest;
- skills test;
- survey; and
- injury/loss statistics.

These four methods were selected because they:

- are simple in design;
- provide accurate, usable information;
- are easily administered; and
- are well accepted by the target audience.

Pretests/Posttests

The **pretest/posttest** is used to compare knowledge or skills before and after a presentation. The advantage of comparing the knowledge of the target audience before and after is that it shows you the amount of knowledge gained because of the presentation. In some cases, the target audience already will have knowledge of the specific behavior(s). In these cases, the presentation may not provide any new information. For example, you may go to a school to do a presentation on cooking safety to a home economics class. However, the teacher presented a class on fire safety the previous week. Your pretest showed that the students already knew the information in your presentation. Even though the posttest showed that the outcome objectives had been achieved, it was not due to your presentation.

The opposite situation may be true when the pretest shows that the target audience has a limited knowledge of the behavior. In this case, the results on the posttest would be due to your presentation.

The information provided by the pretest/posttest also is helpful in identifying the strengths and weaknesses of your presentation. For example, perhaps your presentation is on prevention of burns while using microwave ovens. The posttest of two different presentations indicated that everyone was missing the questions on checking the temperature of the food prior to serving. This indicates that the part of the presentation dealing with this issue is weak and needs improvement.

The most common types of pretests/posttests are:

- multiple-choice tests;
- fill-in-the-blank tests;
- true/false tests; and
- picture identification.

The multiple-choice test asks a question and then gives the participant several choices. The participant selects the best choice. These tests are easy to administer and to score. However, the person taking the test must be able to read and understand the questions. An example of a multiple-choice test is shown in Figure 5-2.

KNOWLEDGE TEST: Level 3

Please mark your answers.

The Nature of Fire

1. Which of the following elements is not needed for a fire to occur?
 - a. fuel or combustion material.
 - b. ignition or heat source.
 - c. nitrogen.
 - d. oxygen.
2. Smoke always contains
 - a. carbon monoxide.
 - b. ammonia.
 - c. methane.
 - d. peroxide.
3. Which of the following fabrics is most difficult to ignite and burn?
 - a. cotton.
 - b. synthetics like polyester.
 - c. silk.
 - d. wool.
4. Gasoline should never be used to clean greasy bicycle parts because
 - a. its odor is too strong.
 - b. it is not a good cleaner.
 - c. vapors may ignite when they come in contact with ignition sources like cigarettes.
 - d. it may remove the finish on the parts.
5. Which of the following is considered most flammable or combustible?
 - a. kerosene.
 - b. gasoline.
 - c. lighter fluid.
 - d. paint thinner.

**Figure 5-2
Learn Not To Burn Curriculum NFPA**

A fill-in-the-blank test gives the participant a statement with a key word or phrase missing. The participant then fills in the correct word or phrase. This type of test is very basic and does not provide indepth information about the level of understanding. An example of a fill-in-the-blank question is shown in Figure 5-3.

1. Every smoke detector should be tested _____ a month.

Figure 5-3

A true/false test gives the participant a statement regarding the information. The participant must identify whether the statement is true or false. As with a fill-in-the-blank test, this type of test is very basic. An example of a true/false question is shown in Figure 5-4.

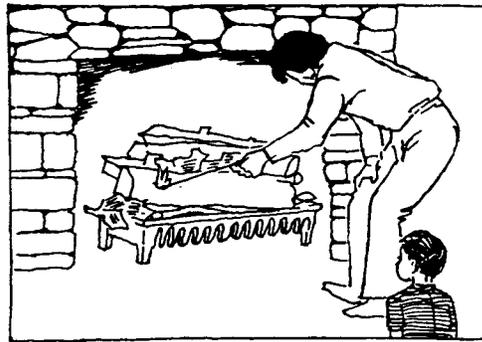
5. The best method for testing a child's bath water is with an outdoor thermometer.

Figure 5-4

A picture identification test is used primarily with younger children. Although younger children cannot read, they have the ability to identify pictures, which show proper behaviors. An example of a picture identification test is shown in Figure 5-5.



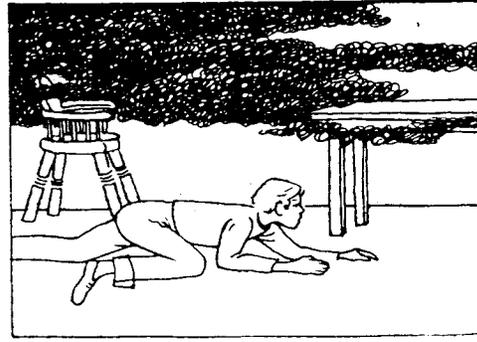
EXAMPLE A



EXAMPLE B



1 A



1 B

Figure 5-5
Picture Identification Test
Learn Not To Burn Curriculum

In general, pretests/posttests are most effective when used in formal settings such as classrooms. In these settings, the target audience can be managed during the evaluation process. Also, in most cases they will be familiar with these types of tests. A pretest/posttest is not as effective with informal audiences such as adults and seniors. In these

situations, surveys are best used to evaluate knowledge or behavior before and after the presentation.

Skills Test

Skills tests are used to evaluate a person's ability to perform a specific physical behavior such as crawling low under smoke. Many public educators assume that because someone knows the appropriate behavior, he/she can perform the behavior correctly. This simply is not true. In fact, the only way to be certain that a person can perform a behavior is to have him/her demonstrate the behavior.

Consider the example of evaluating CPR discussed on page 5-3. Most people could explain adequately the proper procedures for doing CPR. However, this does not mean that they could get on the floor and properly perform the procedure on a mannequin. As a public educator, your primary objective when teaching safety behaviors is that the target audience can do the behavior when the emergency situation occurs. The only way you will know if the objective is achieved is by doing a skills test.

A skills test uses an evaluation sheet, which identifies the proper steps in the behavior. This sheet is used to determine if the participant completes each step of the behavior successfully.

When administering a skills test, the participant should be given a scenario that would be appropriate for that behavior, and then given an opportunity to perform the behavior. An example of a skills test evaluation sheet is shown in Figure 5-6.

Behavior 3 - "Stop, Drop, and Roll when your clothes catch on fire."

Interviewer -

1. Let's pretend you are in the kitchen. What if you had an accident and your clothes caught on fire. What would you do?

A _____ (Able to articulate or perform **all** of the behavior)

B _____ (Able to articulate or perform **part** of the behavior - describe)

C _____ (Unable to answer or gave wrong answer)
Please record incorrect answer

Comments

2. Would you show me what you would do if your clothes caught on fire?

A _____

B _____

C _____

Comments

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Figure 5-6
Skills Evaluation Sheet
Stop, Drop, and Roll Behavior

Skills tests require more time to administer than written tests. Space is needed to allow participants to perform the behavior safely. When giving a skills test, it is very important that you not provide any feedback that would assist the participant during the evaluation. Either someone can or cannot perform a behavior properly. You will not be there during the emergency to coach them through the behavior. If they are unable to perform the behavior, provide more instruction until they can do it properly.

A final thought about skills tests. It is imperative that young children be evaluated on every skill that you teach them. Do not assume that if they know when to do Stop, Drop, and Roll, they really can do the behavior. It is very common for children to confuse behaviors, especially Stop, Drop, and Roll and Crawl Low Under Smoke. An evaluation

will ensure that each child clearly understands the correct behavior for the situation, and that the child can correctly perform the behavior.

Survey

A **survey** is an instrument used to identify the behavior and/or attitude of the target audience. Generally, it is a series of questions about a specific safety issue. The survey is an ideal method for determining whether your presentation resulted in the target audience acting on the information. It also can be used to provide information on behavior or attitudes before the presentation. An example of a survey is shown in Figure 5-7.

Although surveys generally involve information being provided directly by a member of the target audience, they also can be completed through observation by the educator. For example, a program on the use of bicycle helmets could be evaluated by observing the number of children using helmets before and after a presentation. Another example would be vegetation management in the wildland urban interface areas. The educator could evaluate a presentation by observing the number of homeowners trimming their brush after the presentation. Unfortunately, this type of survey may not provide objective, accurate results.

Practices Inventory: Level 3

Please answer the following questions by checking "Yes," "No," or "Not Sure" in the appropriate column. You will not be graded on this inventory; however, your teacher and the fire service are interested in knowing your honest reaction to each item in order to assess the impact of the *Learn Not To Burn Curriculum*.

		YES	NO	NOT SURE
1.	Does your family have a home fire escape plan with alternate escape routes and an outside meeting place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Does your home have smoke detectors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Have you personally done a home inspection to look for fire hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Have you had occasion to teach others the stop, drop, and roll technique to put out a clothing fire or the crawl-low-in-smoke procedure for escape from a smoky fire?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Do you know where the fire alarm boxes nearest your home, classroom, or workplace are located?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Would you discourage others from turning in a false alarm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	At home, do you know where the electric fuse box or circuit breaker is? If you heat with gas, do you know where the turnoff valve is?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Do you routinely check sofa cushions and waste baskets for burning cigarettes after smokers have been in the room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Do you ever supervise younger children to protect them from burns and scalds in kitchen or bath, or have you ever removed matches from a child's reach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 5-7
Practices Inventory
Learn Not To Burn Curriculum

A survey must be designed carefully if it is to be effective. It must ask for information that applies directly to the presentation. It must be easy to understand and not require a lot of time to complete. Remember, if it is hard to complete or very time consuming the participant will not complete the survey.

It is also important to keep in mind that the information provided by a survey may not be accurate. In some instances, participants will provide the information they know is correct, even if it is not the truth. There is little that you can do to ensure the honesty of the participant. To avoid this, emphasize to the participants what the information is going to be used for and the importance of the information being accurate.

Injury/Loss Statistics

The final evaluation method is the use of injury/loss statistics. The other three methods previously discussed provide you with information soon after the presentation. Injury/loss statistics reflect the effects of change and may take years before a realistic evaluation is possible. However, the information provided by evaluating injury/loss statistics is the most reliable indicator of the success of your presentations. In fact, this method of evaluation is best suited for long-term evaluation of overall programs. It is mentioned here so that you will consider the statistics as indicators of the effectiveness of your presentations. Remember this: if each individual presentation is successful, it is almost certain that injuries and losses will be reduced.

EVALUATION OF RESULTS

One of the most difficult, yet most important, parts of the evaluation process is the evaluation of the information. The methods described earlier only provide you with data--information which you must interpret. The purpose of evaluating the results is to determine if there has been an educational gain. An **educational gain** is the gain in knowledge, a positive change in behavior, or a positive change in the environment following a presentation. In other words, the educational gain is the amount of change that has occurred in the target audience because of your presentation.

Educational gain is determined by comparing the knowledge or behavior before the presentation with the knowledge or behavior after the presentation. This process is the interpretation of the results. For example, an evaluation of a presentation to a third-grade class showed the average posttest score was 30 points higher than the pretest. This indicates that there was an educational gain because of the presentation.

However, it is important that you realize that educational gain is, many times, a subjective judgment on your part. There may not be any guidelines that say, "These results clearly show an educational gain!" It will be up to your experience, and the assistance of other educators, to determine the amount and significance of educational gain. This is why it is so important to seek the assistance of others when necessary: the interpretation of the results must be correct.

You will generally use two different types of calculations to assist in the interpretation of the data: mean of scores and percentages.

Mean of Scores

The **mean** of a set of scores is simply the average score. To calculate the mean, add all the scores of the test and divide by the number of scores. The formula is shown below:

$$\text{MEAN} = \frac{\text{SUM OF THE PARTICIPANTS' TEST SCORES}}{\text{NUMBER OF PARTICIPANTS}}$$

This may look like a complicated math problem, but it is really an easy calculation. Consider the test results from a presentation to a grade school class. Ten children participated in the presentation. The scores of the students are listed below.

95	90	85	85	60
90	95	65	90	85

To calculate the mean, you must first sum the scores. The **sum** of the scores is **840**. The next step is to divide the sum by the number of participants, which in this example is 10.

$$\text{MEAN} = \frac{840}{10}$$

In this example, the mean is 84. This shows that the average test score of the children is 84.

Percentages

The other calculation that you will have to perform during the evaluation process is determining percentages. A **percentage** is a part of a whole expressed in hundredths. An example is the best way to show you the concept of a percentage.

You recently did a presentation on home escape plans to a civic group of 20 participants. A week after the presentation you sent a survey to each participant to determine if he/she had completed a home escape plan because of the presentation. Fifteen of the participants returned the survey. Of those 15, 10 had completed a home escape plan as a result of your presentation.

You want to calculate the percentage of participants who returned the survey; and the percentage of participants who did a home escape plan because of the presentation.

To calculate the percentage of participants who returned the survey, you divide the **number of participants who returned the survey** by the **total number of participants who received the survey**. In this case, the calculation would be:

$$\text{PERCENTAGE (\%)} = \frac{15}{20} \times 100$$

Based on this calculation, 75 percent of the participants completed the survey. This is a good response to the survey. The next calculation is the percentage of participants who completed a home escape plan because of the presentation. To calculate the percentage, you divide the **number of participants who completed a home escape plan** by the **number of participants who returned the survey**. In this case, the calculation would be:

$$\text{PERCENTAGE (\%)} = \frac{10}{15} \times 100$$

Based on this calculation, 66 percent of the participants who returned the survey developed a home escape plan because of the presentation. This may not represent the actual number of participants who did a home escape plan, since you did not get all of the surveys back.

Another use of percentages is the evaluation of skills tests. For example, let's say that you have given a presentation to 35 preschool children on Crawling Low Under Smoke and want to calculate the percentage of children who completed the skills test successfully. Twenty-seven of the children were successful in the skills test.

To calculate this percentage, you divide the **number of children who completed the skills test successfully** by the **number of children who took the skills test**. In this case, the calculation would be:

$$\text{PERCENTAGE (\%)} = \frac{27}{35} \times 100$$

Based on this calculation, 77 percent of the children were successful in the skills test.

Again, you must understand that the calculation of the mean and a percentage only help to clarify the data obtained in evaluation. Your experience and judgment are required to give the data meaning and to determine the educational gain.

The end result of the evaluation process is to develop a conclusion about the effectiveness of the presentation. This conclusion is always based on an **objective** interpretation of the results. After you have done the calculations of the scores or other information, you will consider one or all of the following to develop your conclusion:

- the difference between the average pretest and posttest scores;
- any patterns in the scores, such as specific questions that are missed, lack of improvement in any one area, confusion about specific behaviors, etc.;

- the differences in scores from one presentation to another or from one target audience to another; and
- the outcome objectives for the presentation.

For example, consider the third-grade class discussed previously. The difference in the pretest and posttest scores was 30 points. This could be significant if the average pretest score was 60 or 70 out of a possible 100 points. But what if the average pretest score was 10 out of a possible 100 points? Is an average posttest score of 40 points acceptable? Was the desired posttest score identified in the outcome objective? These are all questions, which you must answer, and ultimately be satisfied with as the presenter. Remember, the criteria used for one presentation may not be the same criteria used for other presentations.

Another example is the smoke detector survey discussed on page 5-15. In that example, 80 percent of those attending the presentation completed and returned the survey. Depending on your outcome objectives, this may be an acceptable level of participation. However, if your outcome objective calls for more than 80 percent participation you will need to find out **why** the other 20 percent did not return the surveys. In these types of presentations, don't assume you know the reason why; take some time to contact those who didn't return the survey to ask them why they didn't return it and what could have been done differently to increase their participation. You also may want to contact those who did return the survey to find out why they returned it. Consider all the information; don't base your conclusions on just one piece of information or data.

Each type of public education presentation will present different evaluation needs and criteria. Regardless of the type of presentation, take the time to review all of the information and its meaning carefully. Use the following tips to guide your interpretation of the results of the evaluation.

- Effective interpretation of the results requires that the evaluation method be appropriate for the presentation. Spend the necessary time to develop a good evaluation plan **before** the presentation. If you need help, get it during the planning stage.
- Explain the purpose of the evaluation to the target audience, especially if they are adults. This will help to ensure accurate information.
- Consider each piece of information from the evaluation. Look for any patterns, differences in scores, desired outcome objectives, etc. Also consider the evaluation results of other similar presentations.
- If the evaluation indicates that the outcome objectives were not achieved, ask "Why?" Think about how the presentation affected the outcome, especially any changes that could be made to improve the presentation.

- If you don't understand the results, or if you are having a hard time developing a conclusion, ask for help from an educational resource. The results of the evaluation could have a significant impact on the presentation; don't make presentation changes on bad conclusions.

SUCCESSFUL PROGRAMS

Each successful public education program progresses through several distinct steps. When developing your evaluation plan for a specific type of presentation, you will need to identify which steps will be achieved by your presentation, and which of the steps you wish to evaluate. The elements of a successful program are:

- outreach activity;
- knowledge change;
- behavior change;
- environment change; and
- end impact.

Figure 5-8 illustrates the relationships among these elements.

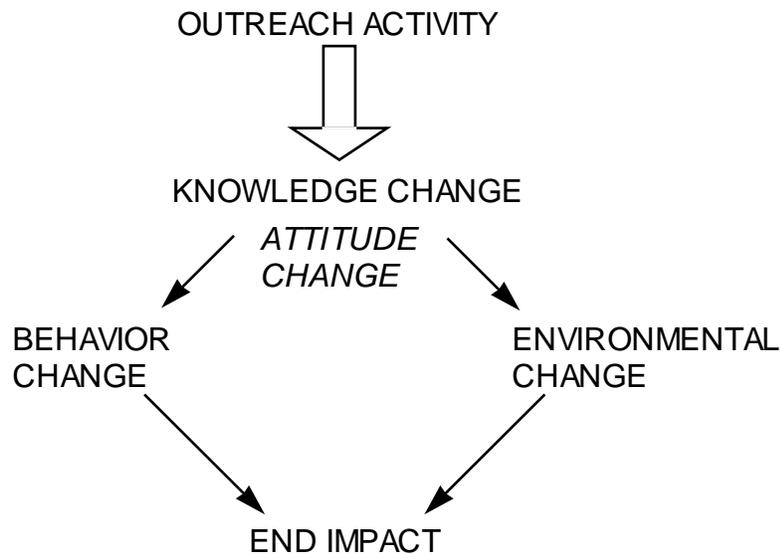


Figure 5-8
Elements of a Successful Program

Outreach Activity

The outreach activity can be considered the actual public education presentation. Before you can change any behaviors or attitudes you must have contact with the target

audience. This contact could be a public service announcement, a brochure, etc. In most cases, the most effective outreach activity is a direct presentation to the target audience delivered by a public educator.

Knowledge Change

The next element that occurs following the outreach activity is a **knowledge change**. The knowledge change is an increase in awareness or understanding of fire and life safety practices. Your presentation provides the target audience with the knowledge that creates an increase in awareness. The knowledge can be new information, or it may be old information presented again. Remember, before any change in behavior or attitude can occur you must provide the target audience with the knowledge necessary to make those changes.

Behavior Change

The next element that occurs following a change in knowledge is a **behavior change**. The behavior change is a change in a person's actions brought about because of an increase in knowledge. For example, a member of the target audience quits smoking in bed after attending your public education presentation on careless smoking. There was a knowledge change resulting from the information in the presentation, and this knowledge change brought about a change in personal behavior. Even though the outcome objective was a change in behavior, it would not have been accomplished without the knowledge change.

Environmental Change

An **environmental change** also can occur after a knowledge change. An environmental change is a change in the home or workplace following a presentation. The environmental change involves making a change in the surroundings or fire and life safety equipment in the home or workplace. For example, mounting a smoke detector would be changing the environment in the home. Installing handicap rails in a bathtub would be a change in the environment. By adding the smoke detector and the rails, the safety of the environment is increased.

Generally, a change in the environment must be accompanied by a change in behavior. Consider the installation of the smoke detector. The change in the environment will be effective only if the person is willing to test and maintain the smoke detector. This requires a change in behavior. Many times changes in the environment are brought about by legislation and codes, but no thought is given to changing behavior through public education. Remember, environmental changes are most effective when accompanied by behavioral changes.

End Impact

The final element in this process is **end impact**. The end impact is the decrease in fires and injuries due to the other elements, including knowledge change, behavior change, and environmental change. Most of the time the end impact occurs after months, and in many cases, years. Because of this, end impact is not a good measure for evaluation of individual presentations. Keep in mind, however, that end impact is a result of the cumulative effects of many individual presentations.

Let's review an actual educational program to see how each element is present in the program.

A county health department identified a problem in a specific area of the county with children being scalded during bathing. A presentation was developed which targeted mothers of young children and which would be delivered to mothers at schools, social organizations, and through the Department of Social Services. The presentation emphasized methods to prevent scalds, and offered free installation of tempering valves for hot water heaters. During the first four months of the program, 28 presentations were delivered in the target area. This was the *Outreach Activity*.

During the presentation the mothers were told about the dangers of scalds to young children, how quickly they can happen, and the methods of preventing the scalds. This was new information to most of the mothers. The new information presented to the mothers resulted in a *Knowledge Change*.

Also, the presentation did an excellent job of illustrating the emotional and physical impact to young children who were the victims of preventable scald burns. The presentation also portrayed the experiences of a specific child and its family. In short, the presentation was very emotional. This portion of the presentation resulted in a *change in attitude* in the mothers toward burn prevention.

Following the presentation, the participants changed the methods used to bathe their children. The water was carefully checked before placing the child in the tub, and the child was always attended during bathing. These methods, or behaviors, were learned in the presentation. The change in bathing methods is a *Behavior Change*.

Also, most of the participants requested that a tempering valve be installed on their hot water heaters. The tempering valve prevents water that is dangerously hot from going to the bathtub faucet. The installation of the tempering valves is an *Environmental Change*.

Finally, as a result of the behavior changes and the environmental change, the number of scald burns in the county was significantly reduced. This reduction in burns due to the program is the *End Impact* of the program.

When developing your evaluation plan, you must consider which of the elements you are going to evaluate. The outcome objectives, or the type of presentation, may identify the

element to evaluate. For you to evaluate individual presentations you need only to consider knowledge change, behavior change, and environmental change. The outreach activity occurs every time you do a presentation. The end impact will be evaluated after many presentations are given.

For example, consider a presentation to a high school class on cooking fire safety. The presentation is providing the target audience with information. This means your objective is a knowledge change, which will result in a behavior change. You cannot evaluate a behavior change in the classroom, but you will be able to measure the **knowledge change** through a written pretest and posttest.

An example of a presentation targeting a change in behavior would be a presentation to children on Stop, Drop, and Roll. The objective of the presentation is to develop the behavior: Stop, Drop, and Roll. Even though a knowledge change must precede the behavior change, the final goal is for all the children to be able to perform the skill. Another example of a presentation targeting a behavior change would be a presentation on testing a smoke detector. The testing of the detector is a specific behavior.

An example of a presentation targeting environmental change would be a presentation on the installation of hot water tempering valves. The information in the presentation will motivate the target audience to install the tempering valve, resulting in a change in the environment.

It is important to note that in every presentation it is possible to evaluate a change in knowledge. However, if the objective of the presentation is for the target audience to act on the information (for example, installing a smoke detector), evaluating the knowledge change is not enough. You must go further and evaluate the behavior change or environmental change.

There are different types of evaluation instruments (methods) which are best suited for each element. Those instruments are listed below.

Knowledge Change

- multiple-choice test;
- true/false test;
- picture identification; or
- oral questions.

Behavior Change

- skills test; or
- survey.

Environmental Change

- survey; or
- inspections.

The best method of evaluating knowledge change is written tests, such as multiple-choice tests, picture identification, etc. For younger children, oral questions can be used effectively. Remember that this type of evaluation must be specifically designed for the characteristics of the target audience. This is one of the reasons that effective audience analysis is so critical.

The best methods for evaluating behavior change include skills tests and surveys. Skills tests are a method of immediate evaluation. They can be used for teaching physical behaviors such as Crawling Low Under Smoke. For behaviors that are performed in the home or workplace, such as testing a smoke detector, a survey must be used after the presentation. Even though a survey's information may not be accurate, it is still important to do the evaluation.

The best methods for evaluating environmental change are surveys and inspections. A survey can be sent to members of the target audience after the presentation to find out if they acted on the information. It is important to give them time to act. Another method is to perform a home or workplace inspection to check for the environmental changes. This is a labor-intensive method. Also, many people will not allow you to inspect their homes.

Figure 5-9 illustrates the methods of evaluation that are best suited for each element.

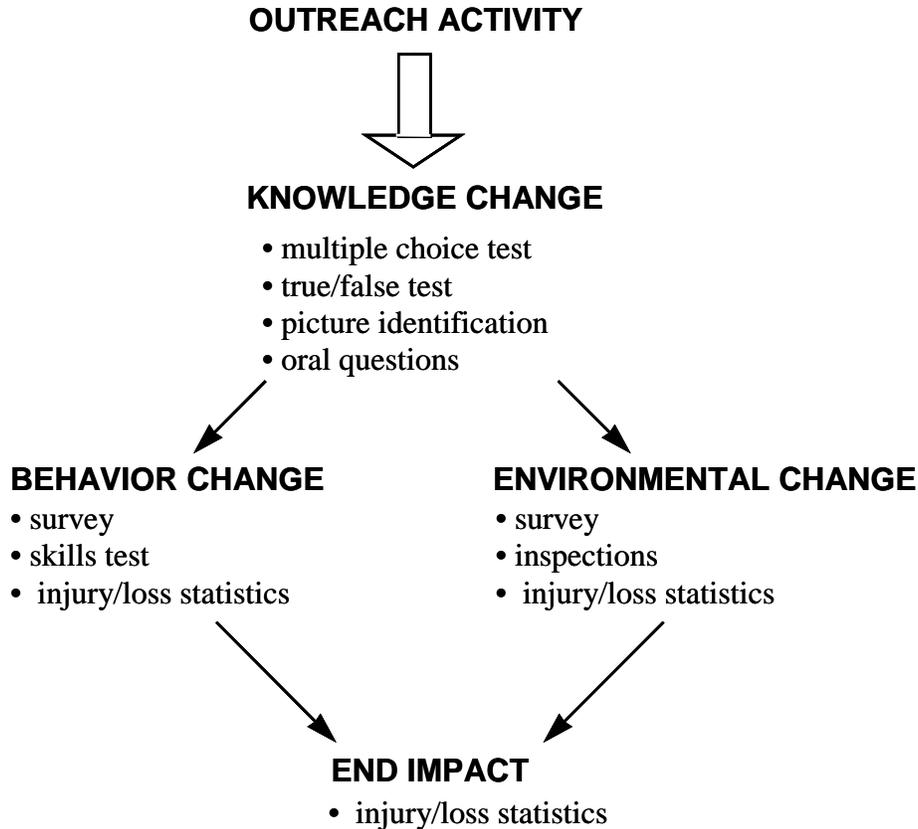


Figure 5-9
Methods of Evaluating Specific Elements

In all cases, the evaluation process provides the best results when there is information on the knowledge, behavior, or environment both before and after the presentation. This information can be gathered through written pretests and posttests. Or, in the case of surveys, the questions can all be asked in one survey given after the presentation. Regardless of how it is obtained, always try to get the information so that you can make a comparison. This comparison will provide the best conclusions about the effectiveness of the presentation.

ADMINISTERING EVALUATION INSTRUMENTS

The proper administration of evaluation instruments is essential for the evaluation process to be reliable. It is the responsibility of the educator to ensure that the evaluation instruments, such as tests and surveys, are presented appropriately. Many times, the acceptance of the evaluation by the target audience hinges on the way it is presented by you. In your role as a public educator, the directions for the evaluation instruments probably already will have been developed; you will simply need to follow the directions.

When administering the evaluation instruments, there are three considerations:

- the environment where the evaluation instrument is being used;
- your attitude toward the target audience and the evaluation process; and
- the instructions for the target audience.

Environment

The environment is the area in which the evaluation is done. For example, in a grade school the environment will be the classroom. In some cases, such as a survey, you will not have any control over the environment. The following recommendations will help to ensure a proper environment for the evaluation.

- Keep the environment free from all distractions. The target audience must be able to concentrate on the questions.
- Create a relaxed setting for the target audience. The audience should understand the importance of the evaluation, but shouldn't feel as if it is taking a college entrance exam.
- The environment should be well lit.
- The environment must be free from hazards. This is especially true when you are evaluating physical behaviors.
- Have the proper material and equipment to do the evaluation.

Attitude of Educator

Your attitude as the evaluator will have a dramatic impact on the process. The target audience members must believe that you value their feedback, and that it will be used to improve the presentation in the future. If you give them the impression that it is not a valuable process, they will not take it seriously. Consequently, the information provided will not be accurate. The following recommendations will help you demonstrate the proper attitude.

- Always be positive about your presentation and the evaluation process. Express the importance of evaluation and that you are going to use the information provided to improve the presentation.
- Avoid influencing the participants. The evaluation should provide objective information: good or bad. If participants do not know the answer, or cannot perform the behavior, avoid providing them with the information they need.

- Provide clear instructions to the target audience before the evaluation. If you are using a survey, make sure the instructions are clear.
- Provide positive feedback to target audience members after the completion of the evaluation, by stating how much you appreciate their participation.
- Follow the instructions provided with the evaluation instrument.
- Always maintain and respect the anonymity of those taking part in the evaluation. Seldom do you need to share the results of the evaluation with others.

Instructions

Finally, the instructions to the target audience must be very clear. The instructions should include not only how to take the evaluation instrument, but also the purpose of the evaluation. When you are using a survey, it is critical that the instructions are easy to understand since you won't be there to explain them. The following recommendations will help you provide good instructions to the target audience.

- Ensure that participants are able to understand the instructions. For written tests and skills tests, explain the instructions before giving the evaluation.
- The instructions must be easy to read and written at the comprehension level of the target audience.
- Instructions should be concise.
- Explain the purpose of the evaluation to the target audience. This is very important, especially with adults.

SUMMARY

Evaluation is a planned process used to measure the success of a presentation. It requires careful planning by the public educator. In some cases, evaluation will require assistance from other educators. In all cases, evaluation is a valuable tool for the public educator.

The evaluation process will provide the public educator with feedback on:

- the effectiveness of the presentation;
- the educational gain of the target audience;
- the effectiveness of his/her communication style; and
- the appropriateness of the instructional methods used in the presentation.

The information provided by evaluations must be acted on to be of any value. The information should be used to refine and improve the presentation. It must be an ongoing process used with every presentation.

Finally, it must be given the same importance as any tool or process used by the public educator. Effective evaluation is the only way to know that you are achieving your outcome objectives.

In Unit 6, you will learn the best techniques for communicating your information to the target audience so that it will change knowledge and behavior. The message is only as good as the messenger. Every public educator must be an effective communicator. In short, the information in Unit 6 is essential to your personal success as a public educator.

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Activity 5.1

Interpretation of Results

Purpose

To develop the skills required to interpret the information provided by the evaluation of a presentation.

Directions

Working in a small group, and using the information in each scenario, answer the questions for each worksheet. Carefully consider the information and determine if there was an educational gain. Also, use the information to develop conclusions on the effectiveness of the presentation. Select a spokesperson to present your information to the class. You have 40 minutes to complete the activity.

Scenario One

John Okuzawa has just completed a presentation on firearms safety to a group of seventh grade students at the local middle school. This is the first presentation on firearms safety at the school. One week prior to the presentation the teacher administered a pretest. Two weeks after the presentation, a posttest was administered on the information in the presentation. The results are listed on the next page. All of the students missed question #3 on the posttest. Use the information provided to answer the following questions:

1. What was the average score of the pretest and the posttest?
2. What was the educational gain?
3. What conclusions can be made about the presentation based on this information?
4. Would you change the presentation based on the evaluation? If so, what would you change?

TEST SCORES

STUDENT	PRETEST SCORE	POSTTEST SCORE
1	80	80
2	75	90
3	75	95
4	60	95
5	65	90
6	90	95
7	90	95
8	65	60
9	70	95
10	70	95
11	85	95

Scenario Two

Janet Jones recently gave a presentation to a preschool class on Stop, Drop, and Roll. Janet used a skills test with problem situations to determine if the children would respond appropriately. Prior to giving the presentation, Janet did a skills test on Stop, Drop, and Roll. She repeated the skills test three weeks after the presentation. The results are listed below:

SKILLS TEST RESULTS

STUDENT	PRETEST	POSTTEST
1	N	Y
2	N	Y
3	Y	Y
4	N	Y
5	N	N
6	N	Y
7	Y	N
8	Y	Y
9	N	Y
10	N	Y

Y = Student performed the behavior correctly.

N = Student did not perform the behavior correctly.

1. What percentage of the students performed the behavior correctly before the presentation?
2. What percentage of the students performed the behavior correctly after the presentation?
3. What was the educational gain?
4. What conclusions can be made about the presentation based on this information?

Scenario Three

A local burn prevention educator gave a presentation on installation and maintenance of smoke detectors to a local Rotary Club. Two weeks after the presentation a survey was sent to each of the 40 members who attended the presentation. The survey was completed by all 40.

SURVEY RESULTS

FIRST SURVEY	YES	NO
1. Did you have a smoke detector before the presentation?	18	22
2. If you answered NO to Question 1, did you buy a smoke detector after the presentation?	21	1
3. Did you test your smoke detector after the presentation?	39	1
4. If you answered YES to Question 1, did you replace the battery in your smoke detector after the presentation?	4	14

-
1. What percentage of the target audience who **did have** smoke detectors before the presentation purchased a smoke detector after the presentation?
 2. What percentage of the target audience tested their detectors after the presentation?
 3. What percentage of the target audience who had a smoke detector **before** the presentation replaced the battery after the presentation?
 4. What conclusions can be made about the presentation based on this information?

Activity 5.2

Evaluating Elements of a Presentation

Purpose

To identify the program elements that have been achieved as a result of a public education presentation.

Directions

Review the information presented in the scenario assigned to your group. Complete the worksheet using the information in the scenario. If you mark "yes" to any element, write down the criteria your group used to make that choice. Select a spokesperson to present the information to the class. You have ten minutes to complete the activity.

1. Method of evaluation. _____

2. Was there a change in knowledge? YES NO
Justification:

3. Was there a change in behavior? YES NO
Justification:

4. Was there a change in the environment? YES NO
Justification:

Scenario One

John Smith gave a presentation on smoke detectors to a fourth-grade class. The average score on the posttest was 85 percent. A survey of the students after the presentation indicated that 95 percent of the students tested the smoke detectors in their home because of the presentation. Also, the survey indicated that all of the students who did not have a smoke detector in their house before the presentation installed detectors after the presentation.

Scenario Two

Ruth Brown gave a presentation on the proper use of bicycle helmets to all the children at a local elementary school. Before the presentation, Ruth observed the number of children using helmets when they rode their bicycles to school. Of 120 children riding their bicycles, only 18 were using helmets. Two weeks after the presentation, Ruth again observed the children riding their bicycles to school. After the presentation, 93 of 107 children wore helmets when they rode their bicycles.

Scenario Three

Anna Johnson gave a presentation to a group of 30 senior citizens on mounting and using handrails in the bathtub to prevent falls. Anna did not give a pretest or posttest, but 30 days after the presentation sent a survey to each person who attended. Of the 30 people who attended the presentation, 26 had mounted handrails, with 22 of the 26 reporting they used the handrails while bathing.

GLOSSARY

Behavior Change	A change in a person's actions following a presentation.
Educational Gain	The gain or loss in knowledge, positive change in behavior, or positive change in the environment following a presentation.
Environmental Change	A change in the home or workplace, following a presentation, which increases safety.
Evaluation	A process, which examines the results of a presentation to determine the effectiveness of the presentation.
Evaluation Method	A specific method used to provide information used in the evaluation process.
Knowledge Change	An increase in awareness or understanding of fire and life safety practices following a presentation.
Mean	Average score. Mean = $\frac{\text{Sum of Scores of Participants}}{\text{Total Number of Participants}}$
Posttest	A test given after a presentation to determine educational gain.
Pretest	A test given before a presentation to determine knowledge level of target audience.
Survey	An instrument used to identify the behavior and/or attitudes of the target audience.

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UNIT 6: EFFECTIVE INSTRUCTION AND PRESENTATION TECHNIQUES

TERMINAL OBJECTIVE

The students will be able to demonstrate an understanding of instructional techniques, principles of learning, basics of public fire prevention and life safety education, and assessment and evaluation by preparing and evaluating a 10-minute presentation on a fire and/or life safety topic to a predetermined audience.

ENABLING OBJECTIVES

The students will:

- 1. Given no previous conditions, brainstorm and list ten greatest personal fears and perceived rewards attached to public speaking.*
 - 2. Individually, after an activity listing fears and rewards attached to public speaking, identify their own major fears and perceived rewards regarding public speaking.*
 - 3. Given brief directions, small groups will decide upon a definition for communication, and list at least ten factors that affect communication.*
 - 4. Recognize instructor characteristics and instructional techniques by identifying the most effective instructor they can remember, and list **four** key characteristics of that instructor and three methods that instructor used. Then select listed features that relate to instructor credibility.*
 - 5. Given a list of instructor traits, develop an instructor evaluation form that evaluates the desired traits.*
-

6. *Given modules on audience assessment, principles of learning, communication and instructional techniques, and a checklist of instructional techniques, observe actual instruction on videotape and identify and describe instructional techniques presented in the video.*
7. *Given a description of an audience, geographical target area, and information that may be significant to a presentation being requested, list ten planning considerations that should be attended to prior to the delivery of a program or class.*
8. *Prior to a presentation on cultural diversity, but given units on assessment and learning principles, in small groups, define the terms ethnicity, culture, race, and nationality.*
9. *Given a presentation on cultural diversity and two exercises related to that topic, in small groups, share the moment when they first became aware of their own cultural, gender, or ethnic uniqueness, and how.*
10. *Given modules on assessment, principles of learning, and a lecture on instructional techniques and communication, in small groups, develop lists of special concerns related to disabled persons that might affect an instructional presentation, and list ten possible instructional actions to best serve the needs of the physically or mentally disabled individual.*

IDENTIFYING EFFECTIVE INSTRUCTOR CHARACTERISTICS

An effective instructor is one who exemplifies the principles of instructional methodology. This requires a knowledge of the subject matter being presented, coupled with efforts to be knowledgeable in current trends and issues of concern related to that topic. To communicate that information requires effective communication techniques and an understanding of interpersonal dynamics.

Recognizing and appreciating the diverse or similar characteristics of an audience is essential to effective instruction and presentation skills. This, coupled with a well-planned presentation, allows for a secure and positive perspective with which to approach public speaking.

Consider the rewards of successful public speaking, that result from a well planned and well delivered presentation. Think of a person whom you regard as a successful speaker. The rewards for such success might be recognition, respect, or being regarded as an expert or specialist. These in turn may lead to development of self-confidence, and professional development through effective communication.

Sincerity in what you are presenting, along with an equally sincere interest in the audience, creates an atmosphere of trust and respect between audience and an instructor. Sincerity and appropriate planning are evident in the effective instruction that takes place.

This requires effective instructional techniques that include

- clarifying content points;
- use of humor and sincerity to enrich the learning experience and to reduce anxiety;
- recognizing verbal and nonverbal indicators of interest;
- maintaining good eye contact with the audience;
- a professional appearance and demeanor;
- involving the audience in presentation;
- the ability to be flexible and willing to hear opposing, contributing, and varied opinions;
- reinforcing audience participation;
- giving clear directions in purpose and flow of presentation content;
- appearing at ease and moving about during a presentation; and
- responding to audience concerns and/or physical and emotional condition indicators.

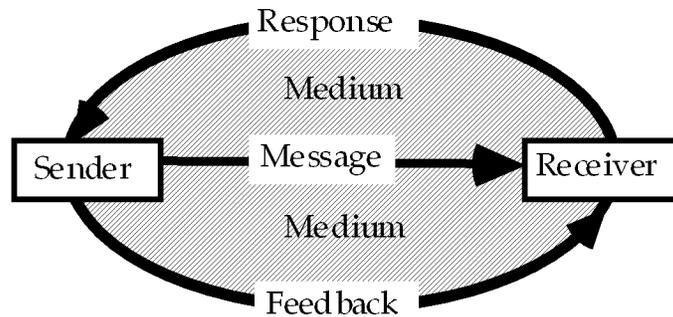
It is important to recognize the difference between the characteristics of an instructor and the techniques of effective instruction, although the two may often overlap. Effective instruction should enrich the instructional experience. This is accomplished by the following:

- involves audience in presentation;
- maintains good eye contact with audience;

- is flexible and willing to hear opposing, contributing, and varied opinions from an audience;
- reinforces audience participation;
- is clear in purpose and flow of presentation content;
- clarifies content points; and
- uses humor and sincerity to enrich learning experience and to reduce anxiety.

ELEMENTS OF EFFECTIVE COMMUNICATION

Communication is an interchange of information between two or more people. For successful communication to occur, specific steps are required. This information exchange has five parts: sender, message, receiver, feedback, and response. **Sender** is the original person speaking, possibly you as a public speaker or instructor. **Receiver** is the person (or persons) to whom you are speaking. Instructional communication requires two more key factors. **Response** is what the receiver says or indicates to you, suggesting what was received and how well it was received. **Feedback** is your response to the receiver, affirming that what was received is correct or incorrect. This loop is a continuous activity, often with each person assuming the roles of either sender or receiver. Medium is one of the types of communication that takes place, such as verbal, visual, or tactile.



One-way communication, such as television or a lecture, is not a continuous loop. With one-way communication no assessment can be made during the communication process as to whether information has been received, or to what extent information is being understood.

Communication is by no means simply the spoken word. A collection of subtle factors influences how messages are received and interpreted. These factors are both verbal (the spoken word) and nonverbal (the mannerisms of body and face that accompany the verbal message). In certain instances communication may be purely nonverbal, such as a look or the nod of a head. Nonverbal communication accounts for up to **70 percent** of communication, with **30 percent** being verbal communication.

Verbal Communication

Verbal communication is affected by:

- force, the stress on words (plosives), such as powerful Fs, Ps, or Ts;
- volume, the loudness of spoken words;
- tone (high and low tones). Adds interest and eliminates monotone;
- inflection (paraverbal). Varied voice patterns that exhibit an attitude or emotion. Clarifies the speaker's message;
- articulation (the clarity of word and syllable being pronounced). Regional speech patterns often affect articulation;
- pitch of voice (highness of a voice). Similar to tone as to voice quality, but dealing with the total quality of an individual's inflections;
- speed of word delivery. This can affect the ease of understanding. Often a product of regional dialects and speech patterns;

Example: New York City's northeastern speech patterns/speech speed versus those of Atlanta, Georgia.

- vocabulary;
- audience-appropriate:
 - culture,
 - age/education, and
 - sensitivities;
- topic-appropriate; and
- avoiding jargon and limiting specialized terms.

The words you use in speaking make up your vocabulary. How these words are chosen may make the critical difference between a successful presentation or a failure. Using words that are appropriate for your audience will facilitate better communication. Talking above or below an audience's level of understanding, or using jargon and specialized terminology, will affect a presentation in a negative way. To plan an appropriate presentation requires knowing who your audience is, and meeting its needs. An example of confusing word usage might be the following:

I ride my **bike** to work. Is the bike a motorcycle or a conventional bike? This is by no means a complex example, but with a bit of imagination the picture becomes clear as to how easily a simple word can be misunderstood. If the message is critical to a presentation and an audience is working from a misunderstanding, two separate messages are taking place: the one you think you are sending and the actual message received. It is essential to conduct reality checks on a constant basis when presenting.

Nonverbal Communication

Nonverbal communication on the part of a speaker can be used to emphasize a point or to enhance a message. Nonverbal messages are evidenced in a variety of ways.

These include the following:

- Facial expression:
 - Frown,
 - Smile, and
 - Sneer;
- Eyes:
 - Squint, (difficult seeing or is intensely interested),
 - Wide (possible shock or astonishment), and
 - Rolling of the eyes (possible disapproval or disagreement);
- Posture:
 - Straight (alert, rigid due to intimidation, or possible interest),
 - Leaned forward (interest), and
 - Slouched (possible fatigue, disinterest or relaxed);
- Physical positioning or placement with respect to others. Be aware that people need "personal space." Members of different cultures vary as to how much space they require.

The ability of a speaker to read and understand the nonverbal messages from an audience are as important as being able to send such messages. The nonverbal messages from an audience may indicate certain of the audience's attitude.

The following messages may be communicated nonverbally:

- interest;
- disinterest;
- need for a break;
- physical discomfort;
- anger;
- enjoyment;
- sincerity;
- a desire to participate or to ask a question;
- frustration;
- hostility;
- boredom or fatigue; and
- enthusiasm.

Barriers exist that can impede effective communication. These barriers must be recognized as possible obstacles to be overcome. A lack of common experience, confusion regarding the meaning of words or terminology (semantics), and the use of abstractions or broad concepts all can affect positive communication.

REDUCING APPREHENSION TOWARD PUBLIC SPEAKING

Public speaking has been described as the most dreaded task for the majority of people. **Fear of public speaking stems from the unexpected, rejection, humiliation, and even alienation.** The possibility of forgetting what you planned to say is familiar to all of us. How you deal with your success or failure in public speaking will determine your willingness to continue in public safety education.

Personal Fears Attached to Public Speaking

- Rejection.

Solution: Avoid personalizing audience reactions. The topic is the issue not the person.

- Humiliation.

Solution: Humiliation is often the result of not being well-informed. Research the topic and audience well before making a presentation. Be positive and friendly, never combative or condescending.

- Isolation.

Solution: You are the authority, people have come to listen to you. Take pride in the contribution that you are making.

- Forgetting information.

Solution: Have a well-planned presentation with a clear set of notes. Practice your presentation prior to delivery.

- Alienation.

Solution: Similar to that of isolation. You are the person that people have come to listen to; that is in direct contradiction to isolation.

Consider the rewards of successful public speaking. Success is the result of well-planned and well-delivered presentations. Think of a person you regard as a successful speaker. The rewards for such success might be recognition, respect, or being regarded as an

expert or specialist. These in turn may lead to the development of self-confidence, and professional development through effective communication. Historically it is the person with communication skills who are the leaders.

Rewards Attached to Public Speaking

- Recognition, by peers, community, and bosses.
- Respect, as a role model and as a person helping the community. People realize the preparation and nerve required for effective public speaking.
- Regarded as an expert, this may be more of a burden than a reward. With knowledge comes responsibility. Appreciate the limits of your own knowledge.
- Professional development. Advancement in knowledge, recognition, and appreciation for efforts and accomplishments are natural steps to professional advancement, along with the gaining of knowledge and skills.
- Development of self-confidence. With practice and exposure to public speaking comes the development of confidence. The factor of the unexpected is lessened.

TECHNIQUES FOR EFFECTIVE INSTRUCTION AND PRESENTATION

Effective instruction is a complex blending of methods, style, and sensitivity for the student, subject, and lesson or course goals. To deliver an effective presentation, a presenter or instructor must be aware of the differences between instructional methods, and how each method affects learning.

These include the following:

- Distinguish between telling and asking.
- Differentiate among lecture, demonstration, lesson, discussion, and independent study.
- Differentiate between operating versus managing. **Managing** is controlling a class, often in a mechanical, task-oriented way. **Operating** is a facilitative way of allowing discovery through input and questions.

Choosing the correct instructional method for the correct learning situation is a primary responsibility of an instructor. Activities such as case studies, games, role play, brainstorming, demonstrations, and other participatory activities increase. Asking questions creates an atmosphere of shared learning; it promotes creative thought, interpersonal interaction, and a degree of risk taking. Two main types of questions may

be used. Closed questions restrict responses to specific recall or limited response; open questions promote discussion and responses that may include personal opinions, in addition to cognitive recall.

Activity Techniques

- **Case studies** (young adult to adult). Dependent on comprehension and comprehension levels.
- **Games** (preschool to adolescent). Be careful when attempting games with adults; respect inhibitions and cultural values.
- **Role play** (children to adult). Be aware of risk levels, and emotional and physical limitations.
- **Brainstorming** (children to adult). Consider facilitation and management styles for different age groups.
- **Demonstrations** (preschool to adult). Consider visual and auditory factors along with content levels.
- **Participatory activities** (preschool to adult). Consider facilitation and management. Always consider safety.

The introduction of a lesson or presentation is much like an invitation. It contains information about the presentation and why an audience should be interested. To have a successful introduction, several stages are required.

MAINTAINING AN EFFECTIVE INSTRUCTIONAL ENVIRONMENT

An effective instructional environment meets the physical, intellectual, and emotional needs of an audience. The behavioral characteristics of an audience are often the direct result of environmental characteristics.

The following are behavioral characteristics of audience participants that might be considered as dysfunctional, yet may indicate something other than personal feelings or emotions.

Audience Behaviors That May Require Intervention

- Nonattentive, daydreaming.
Solutions:
 - Direct questioning.
 - Vary your voice tones.
 - Introduce a participative exercise.
- Negative, hostile, withdrawn.
Solutions:
 - Attempt to include such an individual.
 - Be positive and nonthreatening in your questions and responses.
 - Avoid embarrassing or an action that might provoke a negative response.
- Bored, uninterested, or tired.
Solutions:
 - Have audience stand up or do some physical action that might promote circulation and a shift from the norm.
 - Vary your voice tones.
 - Introduce a participative exercise.
- Anxious, critical.
Solutions:
 - Attempt to assess if the attitude is content oriented or personally oriented toward the instructor.
 - Be positive and supportive to the individual or individuals.
 - Stress the importance of their participation and/or reactions.
- Attempt to dominate or take over (the expert in the audience).
Solutions:

- Ask the individual for input, assess the actual level of knowledge.
- Be positive in all interaction with such an individual, avoid all conflicts or disagreements.
- Involve others in the discussion.
- Talking too much or not participating.
Solutions:
 - Attempt to bring other class members into a discussion if a single individual tends to dominate.
 - Be supportive in either case, avoid negative, sarcastic, or challenging (punitive) remarks.
 - Recognize contributions by individuals, and stress the need for the entire class to participate.

Points to Consider

Ask yourself if any of the following environmental factors might be creating a negative impact on a lesson or presentation.

- Is the room temperature too hot or too cold?
- Is the lighting too high or too low?
- Is the furniture conducive to pleasurable listening?
- Is the material relevant to the audience?
- Does the presentation style, technique, and instruction meet the age, education, culture, and needs of the audience?
- Do they already know the material?
- Is the presentation too informationally intense?
- Are there opportunities for audience participation and contribution?
- Have you, as a presenter, said or done something disturbing?

After assessing the environment and all the variables attached to maintaining an effective instructional environment, you will better be prepared to deliver effective instruction.

PLANNING FOR PRESENTATIONS

The planning of a presentation is essential for a program to meet the needs of a class or audience. Use audience assessment information to determine informational content, physical layout of the program, and general format of a presentation. Planning allows a presentation to continue in a gradual and natural progression, while assuring a continuity and logical delivery of information.

Reasons for Planning a Presentation

- Allows a presentation to proceed in a gradual and natural progression.
- Ensures presentation continuity and logical delivery of material.
- Assures that content and techniques of instruction will match audience profile.
- Maximizes the use of time and facilities.
- Avoids difficulties that might otherwise occur in the midst of a presentation.
- Illustrates professional concerns for quality and an appreciation of the audience.

Purposes of a Presentation Introduction

The introduction of a lesson or presentation is much like an invitation. It contains information about the presentation and why an audience should be interested. To have a successful introduction, several stages are required.

- Gain attention, motivate the audience.
 - Different ages require different motivation and/or attention-getters.
 - Be professional; humor is effective but extremely risky. Be positive; avoid telling an audience to be quiet, give them something that makes them want to be attentive.
- Concentrate attention.
- Set scene for presentation or lesson.

- Set the climate or atmosphere for the presentation.

Pay particular attention to audience assessment (Unit 5).

- Use points or concerns unique to the audience.
- Be personable, smile, show sincerity.
- Establish link with previous presentations or lessons.
- State the purpose of the presentation (specific objective).
- Tell them what is expected, or what will take place.
- State requirements and measures.
- State timeframe.

When delivering an introduction, pay particular attention to audience assessment. Use points or concerns unique to the audience. Be personable, smile, show sincerity, establish links with previous presentations or lessons, along with audience knowledge and/or concerns.

Introductions can take several forms. The style or form of an introduction should support the presentation and be consistent with the emotional and content level.

The following are types of introductory statements.

- **Review** links past information or previous presentation to the present.
- **Topical** information related specifically to the topic or concern of the presentation.
- **Anecdotal**, short stories.
- **Historical** gives a perspective of events leading up to an event. Adds credibility and substance to a program introduction.

Techniques Used Within the Body of a Presentation

Within the presentation and/or lesson follow the factors of effective instruction. These include **clear directions**, **motivational practices**, and **reinforcement of audience interest and learning**.

- Remind the audience of what they already know, link previous information with the present.
- Present the audience with new knowledge, skill, and attitude.
- Provide the audience with encouragement and guidance.
- Reinforce and monitor audience interest and learning.
- Clarify what has been presented and what is being presented.

The conclusion of a lesson is as important as the introduction and the body of the presentation. It allows for questions and an opportunity for you to generate additional interest in the topic of the presentation.

Concluding a Lesson or Presentation

- Consolidate and clarify program content. This consolidates the presentation information for a total perspective.
- Assess the level of maturity and/or comprehension. This can be accomplished by an informal show of hands, or asking for brief answers from the audience.
- Connect the presentation with real-life application. This adds worth and investment by members of an audience. It offers a tangible perspective.
- Review points. Creates a framework from the beginning to the point of review and reminds an audience of points covered that may not have been remembered.
- List resources, and stress your willingness or your agency's willingness to serve as a resource; supply contact numbers and persons to contact. This is valuable for public relations and to assure that you are making a connection with the community.
- **Thank them for attending.** This illustrates your appreciation to an audience and willingness to help.

Guides for Presentation Planning

- Proceed from the unknown to the known.
- Proceed from the simple to the complex.
- Proceed from the particular to the general.

- Proceed from the whole, to parts, and back to the whole.
- Provide sufficient time points of information, individual, and audience involvement.
- Plan time for introduction, motivation, and conclusion.
- Select resources and media appropriate to the presentation.

The unexpected is to be expected when making public education presentations. The size and shape of a room, varied acoustics, limited electrical outlets, and type and amount of illumination and furniture are factors that must be considered when planning a presentation.

INSTRUCTIONAL AND PRESENTATION CONCERNS REGARDING INDIVIDUALS WHO ARE DISABLED

Regarding a disabled person as a person first, disabled second, is essential in delivering a successful program. Consider disabilities as a screen to project through. Avoid playing to a disability; it simply is an instructional variable, not the identity of the individual or group.

Disabilities are a Screen to Project Through

- Communication takes place **verbally, visually, and tactically**. If one of these is difficult due to a disability consider alternative forms of communication.
- Realize that you must understand what is being communicated back to you as a presenter. This assures a communication loop, Unit 3.
- Assure that feedback provided by you can be understood by the receiver who may be disabled.

Cultural conditioning often affects our perceptions and fears related to disabilities. A physical disability, even a severe disability, may not affect intellect. An inability to communicate does not relate to comprehension, or indicate a lack of desire to communicate.

Terminology related to, and treatment of, disabled persons has changed throughout the years. Disabled is the presently accepted term. Previously it was "physically challenged," and before that it was "handicapped." Handicapped is a term considered by many persons with disabilities as derogatory and insulting, meaning cap in hand, i.e., "beggar."

The ADA (Americans With Disabilities Act, 1990) has had considerable effect on public service agencies. New messages for public fire and life safety programs regarding disabilities are now required. Meeting the presentation needs for disabled persons is the law, no longer a courtesy.

New messages for public fire and life safety programs regarding disabilities:

- Messages must include how a disabled person, such as blind or nonambulatory, might deal with a life-threatening situation.
- Pot handles turned to the rear of a stove is a standard message. How does this relate to the blind or wheelchair-restricted person?
- Strobe lights and vibrating surfaces for the deaf are now standard in many alarm installations.

Meeting the presentation needs for disabled persons. "It's the Law."

- Have you allowed for appropriate seating and access for wheelchairs?
- Have you considered a translator for the deaf in the audience?
- Printed material may need to be printed in another language besides Spanish, English, or French, etc., possibly in Braille.

Instructional and/or Presentation Tips for Disabled Audiences

- Speak to the person, not the disability.
- Avoid speaking through another person and asking about "him" or "her." If you must use an interpreter, always use the disabled person's proper name. More often than not you are understood by the disabled person, even if that person does not have the ability to communicate directly to you.
- Refer to persons with disabilities in the first or second person, not in the third person, or as generic "disabled people."
- Instructional considerations for disabled persons are the same as those for cultural diversity.

SUMMARY

Responsibilities of a Presenter

- To meet the needs of the audience or class.
- To be well prepared.
- To be knowledgeable and informed.
- To respect those being addressed.
- To be familiar with the concerns of those being addressed.
- To be professional in dress and manner.
- To be sensitive to the audience or class.
- To speak clearly.
- To use effective instructional techniques.
- To allow a class or audience to interact when appropriate.
- To be open minded.

Responsibilities of A Public Fire and Life Safety Educator

- To be familiar with current trends and issues.
- To be familiar with instructional techniques.
- To be a team player.
- To serve as a source of information.
- To seek information.
- To be creative and thoughtful.

PRESENTATION ACTIVITY PREPARATION

- Have a well-planned presentation.

- Have a clear introduction.
- State the objective.
- State any standards.
- Have a clear body of presentation.
- Have a clear conclusion.
- Use the instructional techniques presented in this unit.
- Stay within the ten-minute time limitation.
- Offer constructive remarks in the class critique.

Activity 6.1

The Most Effective Instructor From Your Past

Purpose

To identify the person whose instructional techniques and characteristics have most influenced you.

Directions

This may be a past teacher, relative, friend, coach, or other person whose instructional techniques have influenced you. List four major characteristics that made this instructor so effective. Attempt to visualize this person.

Instructor name or relationship, i.e., relative, coach, clergy, etc. _____

Approximate time that instruction took place. _____

Location of instruction _____ Your age at the time _____

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Activity 6.2

One-Way and Two-Way Communication

Purpose

To demonstrate the importance of visual information and feedback in order for communication to take place. Stress the presenter's responsibility to make the message clear.

Directions

Take out a piece of paper and pencil. The instructor will read directions to the class three times. After listening, you are to draw the diagram based only on the verbal description. **No questions will be answered or clarification made by the instructor.**

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Activity 6.3

Fears and Rewards of Public Speaking

Purpose

To identify fears and rewards associated with public speaking, and identify ways of coping with fears.

Directions

You will brainstorm as many personal fears of public speaking and rewards attached to public speaking as possible, and list one coping mechanism for each fear listed within the time allowed.

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Activity 6.4

Identifying Instructional Techniques

Purpose

To view actual scenarios of techniques of effective instruction, and to identify what the instructor is doing. This will allow technique role modeling.

Directions

View video Scenario 1: Preschool children ages 3 to 5, mixed cultural background, and answer the following questions:

1. What were the most effective techniques you identified and why?

2. Would you attempt some of the effective teaching techniques?

3. Were the instructional techniques appropriate to the age levels of the audiences?

View video Scenario 2: Upper elementary schoolchildren in Grade 4, mixed cultural background, and answer the following questions:

1. What were the most effective techniques you identified and why?

2. Would you attempt some of the effective teaching techniques?

3. Were the instructional techniques appropriate to the age levels of the audiences?

View video Scenario 3: Adults, and answer the following questions:

1. What were the most effective techniques you identified and why?

2. Would you attempt some of the effective teaching techniques?

3. Were the instructional techniques appropriate to the age levels of the audiences?

View video Scenario 4: Adults, age 20+, and answer the following questions:

1. What were the most effective techniques you identified and why?

2. Would you attempt some of the effective teaching techniques?

3. Were the instructional techniques appropriate to the age levels of the audiences?

View video Scenario 5: Mature adults, age 60+, mixed cultural background and a variety of physical capabilities, and answer the following questions:

1. What were the most effective techniques you identified and why?

2. Would you attempt some of the effective teaching techniques?

3. Were the instructional techniques appropriate to the age levels of the audiences?

View video Scenario 6: Teachers of preschool children who are going through a train-the-trainer program on fire safety for preschoolers, and answer the following questions:

1. What were the most effective techniques you identified and why?

2. Would you attempt some of the effective teaching techniques?

3. Were the instructional techniques appropriate to the age levels of the audiences?

Activity 6.5

Reasons for Planning Presentations

Purpose

To visualize the complexities attached to making a presentation, and to avoid many of the problems presented previously.

Directions

Each group should list a minimum of ten factors that might be affected positively as a result of planning. These are reasons for planning. List reasons for planning presentations, **not** actual preparation procedures.

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GLOSSARY

Articulation	The clarity of word and syllable being pronounced. Regional speech pattern soften affect articulation.
Communication	An exchange of information that is understood.
Culture	Shared assumptions, values, and beliefs of a group of people that result in characteristic behaviors.
Ethnicity	The classification of people according to common racial, national, tribal, religious, linguistic, or cultural origin.
Facilitate	To encourage interaction, participation, or the combination of the two by creating a nonthreatening, positive-based instructional environment.
Feedback	Information provided to the receiver from the sender in response to feedback from the receiver.
Inflection	The emotion a word may have in the pronunciation, sometimes referred to as the paraverbal characteristic.
Jargon	Expressions or words that are unique to a certain occupation, culture, and/or frame of interest.
Nationality	The country or region of origin.
Plosive	Letters such F, P, and T that are forcefully pronounced.
Receiver	Individual or individuals having information directed to them in the process of communication.
Sender	Individual originating a communication message to a receiver. The role of sender and receiver may alternate many times within a conversation and/or instructional period.
Tactile	That which is felt by touch, or manipulated in psychomotor learning.
Verbal	The spoken word.

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UNIT 7: EXPANDING UNDERSTANDING OF DIVERSITY

TERMINAL OBJECTIVE

The students will be able to demonstrate an understanding of changing demographics and how these changes affect public fire and life safety educators.

ENABLING OBJECTIVES

The students will:

- 1. Identify key characteristics of diverse audiences that may affect learning.*
 - 2. Participate in discussion based on census data that show the changing national profile.*
 - 3. Through the use of the classroom computers, identify community or regional demographic profiles.*
 - 4. Using CultureGrams, discuss how to reach certain audiences in a culturally sensitive manner.*
-

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Activity 7.1

Characteristics of Diversity

Purpose

To identify key characteristics of diverse audiences that may affect learning.

Directions

1. The purpose is not to consider programs for specific groups, but to key in on characteristics or cultural values of a specific audience that might affect learning of the life safety messages. The task in this activity is to try to understand each group's way of thinking and the framework through which it understands its surroundings.
2. The class will be divided into five groups, and each group will be assigned one of the following population groups.
 - a. Those with disabilities.
 - b. Those who are recent immigrants.
 - c. Those of particular religious groups (i.e., Muslim).
 - d. Those in poverty.
 - e. People of a specific age group.
3. Your group will perform an Internet search on the key characteristics of the assigned group as they relate to learning.
4. After locating information on the Internet about a population group, your group will be asked to share some information.

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Activity 7.2

Populations of the Future

Purpose

To compare the data from the census of 2010 with predicted future trends, and to apply the information to how programs and presentations may need to be changed to meet the future.

Directions

1. To view online go to: <http://www.newstrategist.com>. Click on "Newsletters" section. Click on top 10 Demographic Trends.
2. Select one or two trends, and read through the information. You will be allowed 10 minutes.
3. You will be discussing these trends with the class.

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Activity 7.3

Home Community Demographics

Purpose

To help you identify your own community's demographic profiles (this might be a good opportunity for you to get information you can use when you get back home), and to assist you in learning how to do computer searches for this type of information.

Directions

1. Go to <http://www.census.gov/2010census/> to view the 2010 census. Go to A Look at Your Community. Click see more, select Quick Facts, and scroll down to your state. Then select your county and city. Click go, and print this one page.
2. Select Browse data sets for your city. Now you can get much more specific information such as social or economic characteristics. Query a number of documents such as these.
3. Once several documents have been queried, discuss as a large group some of the information found.

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Activity 7.4

CultureGrams and Methodologies

Purpose

Through review of CultureGrams or kwintessential, to better understand how culture might affect learning and be able to suggest methods to reach those of a different cultural group.

Directions

1. You will view the website www.culturegrams.com, which includes pricing and ordering information, or the website kwintessential (or other websites).
2. Your table group will be given two geographically diverse CultureGrams or countries if using kwintessential.
3. Each table group will divide into two groups (two different countries), then read and jot down a few pieces of information about the group that it has been assigned.
4. Each small group will present three or four items and then suggest how these issues can be addressed in a public education program here in the United States.

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UNIT 8: SHOW AND TELL

TERMINAL OBJECTIVE

The students will be able to present an overview of the fire and life safety programs used in their communities.

ENABLING OBJECTIVES

Given an outline to complete and present to the instructor, the students will:

- 1. Present a 7-minute overview of a program used in their community.*
 - 2. Answer questions from classmates concerning the use of the program.*
-

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Activity 8.1

Show and Tell

Purpose

To share ideas and overviews of programs with other students in the class.

Directions

1. This is an opportunity for you to present a short overview of a program from home.
2. Those who signed up on Monday will be given a chance now to present their programs.
3. Each person will give a maximum of 7 minutes to present an overview of his/her program, and then will be asked to answer a few questions from the rest of the class.
4. If you find a project interesting please seek out other students during the break or at a meal or in the evening to get more details.

Outline for Show and Tell

1. Program title: _____

2. Community problem it addresses: _____

3. Program's intended audience (be specific): _____

4. Stated objective: _____

5. Length of presentation: _____

SHOW AND TELL

6. Method of delivery: _____

7. Props/Materials needed: _____

8. How is it evaluated? _____

9. How long has the program been in existence? _____

10. Community partners in this program:

11. Cost per year: _____ Cost per recipient: _____
12. Number of citizens reached per year: _____

UNIT 9: THE VILLAGE CONCEPT

TERMINAL OBJECTIVE

The student will be able to:

1. *Understand the concept of the Safety Village, the various stages of development, and problems encountered in similar projects throughout the Nation.*
2. *Understand the importance of community and internal collaboration in the concept.*

ENABLING OBJECTIVES

Given a list of Web sites, the students will:

1. *Identify Safety Villages throughout the country in various stages of development.*
2. *Determine the strategies and missions used in the concept.*
3. *Identify community partners and resources.*

(For on-campus delivery only)

After a site visit to the Washington County Children's Safety Village, the students will:

4. *Identify the successful strategies of the Children's Safety Village.*
 5. *Discuss the problems encountered in the development and operation of the Safety Village.*
-

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MILESTONE ACTIVITIES

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Name _____

Milestone Activity 1

Mission Statements

Justify an organizational public education program by analyzing the organizational mission statement.

(Turn in Milestone Activity 1 at the beginning of Day 2.)

Instructor Signature

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Milestone Activity 1

Mission Statements

Purpose

To justify an organizational public education program by analyzing the organizational mission statement. You will develop a list of at least three reasons for conducting public education. This activity will help you to clarify the emphasis placed on public education by the organization. Many times public educators are not certain that public education and prevention are available and an identified part of the mission.

Directions

Part I

Review your organizational mission statement. Note any mention of public education as a goal or value of the organization. Based on that information, compose a list of at least three reasons justifying the purpose of your public education program.

Part II

After completing the list, answer questions 1 through 6 on the next page. Be prepared to discuss your justification and answers with the class. You have this evening to complete the activity.

Justification Statement:

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Milestone Activity 1 (cont'd)

Questions

1. Does the mission statement address more than emergency response activities? If so, how?

2. Is education as a prevention method mentioned? If so, how?

3. Is fire and life safety education explicitly mentioned in the mission statement? If so, how?

4. How does your current program support the organization's mission statement?

5. Does this affect the future of fire and life safety in your department?

6. Does this affect your role? Your professional growth and development? If so, how?

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Name _____

Milestone Activity 2
Prioritizing Educational Efforts

Develop skills in prioritizing fire and injury problems into high, moderate, or minimal priorities.

(Turn in Milestone Activity 2 during class on morning of Day 2.)

Instructor Signature

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Milestone Activity 2

Prioritizing Educational Efforts

Purpose

To develop skills in prioritizing fire and injury problems into high, moderate, or minimal priorities.

Directions

Review the problems from your community you identified in the precourse assignment. Prioritize the problems as high, moderate, or minimal priority. Consider the following questions when making your decisions.

1. What is the impact of the problem on the community in terms of life, injury, and/or property loss?
2. What is the frequency of the problem in the community?
3. Will the problem get worse without an education program?
4. Are there other educational programs in the community targeting the problem?

Be prepared to discuss your decisions with the class. You have 15 minutes to complete the activity.

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Milestone Activity 2 (cont'd)

PROBLEM 1

Brief Description of Problem:

PRIORITY: HIGH MODERATE LOW

PROBLEM 2

Brief Description of Problem:

PRIORITY: HIGH MODERATE LOW

PROBLEM 3

Brief Description of Problem:

PRIORITY: HIGH MODERATE LOW

PROBLEM 4

Brief Description of Problem:

PRIORITY: HIGH MODERATE LOW

PROBLEM 5

Brief Description of Problem:

PRIORITY: HIGH MODERATE LOW

PROBLEM 6

Brief Description of Problem:

PRIORITY: HIGH MODERATE LOW

Name _____

Milestone Activity 3
Presentation Analysis Worksheet

Complete a Presentation Analysis Worksheet for the problem and target audience you selected in the precourse assignment.

(Turn in Milestone Activity 3 at the beginning of Day 3.)

Instructor Signature

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Milestone Activity 3

Presentation Analysis Worksheet

Purpose

To complete a Presentation Analysis Worksheet for the problem and target audience you selected in the precourse assignment.

Directions

Complete the Presentation Analysis Worksheet for the problem and target audience you selected from Milestone Activity 2. Be specific with all your information and resources. This activity is an evening assignment which will be due at the beginning of the next class.

The worksheet will be evaluated by the instructor using the following criteria:

1. Are the problem and the target audience described adequately?
2. Are the characteristics listed appropriate for the problem and the target audience?

If you have any questions, ask the instructor. Be prepared to discuss your worksheet with the instructor.

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Milestone Activity 3 (cont'd)

Worksheet

This worksheet is designed to assist you in analyzing a fire or injury problem and the identified target audience. The worksheet also will assist you in developing information on the fire or injury problem and the target audience.

Problem Analysis

Consider the fire or injury problem you have identified. Complete this section based on that problem.

1. Identify the fire or injury problem you selected from Milestone Activity 2. Be specific.
2. Describe the target audience directly affected by the fire or injury problem you selected. Be specific.
3. Identify the target audience(s) for a presentation that can prevent the problem, or reduce the impact of the problem.

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Milestone Activity 3 (cont'd)

Worksheet

The target audience characteristics are listed below and on the following page. If a characteristic applies to your problem or target audience, mark "yes" and describe how the characteristic applies to the problem and/or target audience. If it does not apply, mark "no" and proceed to the next characteristic.

COMMUNITY HISTORY

YES

NO

Describe:

EDUCATIONAL LEVEL

YES

NO

Describe:

FAMILY STRUCTURE

YES

NO

Describe:

CULTURAL HERITAGE

YES

NO

Describe:

RELIGION

YES

NO

Describe:

AGE/DEVELOPMENTAL STAGE

YES

NO

Describe:

INCOME

YES

NO

Describe:

LANGUAGE

YES

NO

Describe:

PHYSICAL/MENTAL CHALLENGES

YES

NO

Describe:

GROUP VALUES

YES

NO

Describe:

OTHER CHARACTERISTICS

YES

NO

Describe:

Name _____

Milestone Activity 4
Your Collaborative Plan

Using the fire or injury problem you selected for Milestone Activity 3, identify whom you would collaborate with to conduct an educational activity focused on the problem and target audience, and state how you would initiate and carry out a collaboration.

(Turn in Milestone Activity 4 at the beginning of Day 3.)

Instructor Signature

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Milestone Activity 4

Your Collaborative Plan

Purpose

Using the fire or injury problem you selected for Milestone Activity 3, identify whom you would collaborate with to conduct an educational activity focused on the problem and target audience, and state how you would initiate and carry out a collaboration.

Directions

1. Refer to the worksheet you completed for Milestone Activity 3.
2. Turn to the blank worksheet and complete it.
3. The worksheet will be collected by the instructor and evaluated on the following criteria:
 - a. Realistic identification of organizations with which you may collaborate on the fire or injury problem. Do these organizations help you reach the target audience? How?
 - b. Description of **how** you will initiate and carry out a collaboration with the identified organization(s).
 - c. Identification of potential barriers to collaboration with suggested solutions to overcome these barriers.

If you have questions, ask the instructor. Be prepared to discuss your worksheet with the instructor.

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Milestone Activity 4 (cont'd)

Worksheet

Your name: _____

1. What is the fire or injury problem you selected for Milestone Activity 3?

2. What organizations in your community may share an interest and/or have an ability to reach the target audience that face this fire or injury problem? List the names of the groups that you may actually work with on this issue.

3. What are the potential barriers to working with each of the groups you identified above?

4. What are the potential solutions to overcome these barriers?

5. How will you initiate and carry out a collaboration with the organizations you identified above?

Name _____

Milestone Activity 5
Developing an Evaluation Plan

To develop an evaluation plan for a presentation based on your chosen fire or life safety problem, your target audience, and your local resources.

(Turn in Milestone Activity 5 at the beginning of Day 4.)

Instructor Signature

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Milestone Activity 5

Developing an Evaluation Plan

Purpose

To develop an evaluation plan for a presentation based on your chosen fire or life safety problem, your target audience, and your local resources.

Directions

This is the final activity for Unit 5. It is part of your Individual Project for the course. Complete the Evaluation Plan Worksheet for the problem and target audience you selected in Milestone Activity 3.

Be specific with all your information and resources. This activity is a homework assignment. It is due at the beginning of the next class.

The evaluation plan will be evaluated by the instructor using the following criteria:

1. Are the elements to be evaluated appropriate for the presentation?

2. Is the evaluation method selected appropriate for the elements identified for evaluation?

3. Are resources identified who/which can provide adequate assistance with the evaluation process?

If you have any questions, ask the instructor. Be prepared to discuss your evaluation plan with the instructor.

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Name _____

Milestone Activity 6

Selecting the Appropriate Presentation

Using the problem in your community and identifying a target audience, you will select the safety behavior that needs to be taught, and the appropriate presentation that best addresses your project. For homework, you will prepare a 10-minute presentation to be delivered after Unit 6.

(Presentation must be selected to complete Milestone Activity 6.)

Instructor Signature

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Milestone Activity 6

Selecting the Appropriate Presentation

Purpose

Using the problem in your community and identifying a target audience, you will select the safety behavior that needs to be taught, and the appropriate presentation that best addresses your project. For homework, you will prepare a 10-minute presentation to be delivered after Unit 6.

Directions

1. You have defined the target audience for your 10-minute presentation.
2. You have defined the solution, and thus the safety behavior that you wish to teach, which addresses the specific problem in your community.
3. Using the learning matrix, select a presentation that addresses your safety behavior and relates to the characteristics of the developmental stage of your target audience. Note: You will have a number of already prepared lesson plans available from which to choose an appropriate 10-minute presentation.
4. Review that presentation and make any necessary adaptations for your own community.

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LESSON PLAN FORM

TOPIC: Cooling a Burn

TIME REQUIRED: 20 Minutes

PERFORMANCE OBJECTIVES: Upon successful completion of this presentation, the students shall:

1. Understand the proper first-aid treatment for a burn.
2. Understand that the injury from a burn is sometimes worsened because of the wrong treatment.
3. Understand that it is necessary to have an adult check the burn.

TEACHER INFORMATION/DISCUSSION POINTS

I. Introduction

Ask the children if any of them have been burned by something hot. Be supportive of the children who answer this question--it can be stressful. Discuss how it felt. Did it tickle? Did it hurt? Have them talk about what they were doing when they were burned. After discussing these experiences, tell the children that there is something they should do for a burn as soon as it happens.

II. Lesson

Play the song "Cool Water" from Sesame Street. After listening to the song, ask the children to tell you what to do with a burn. When you have gotten the correct answer (put cool water on it), demonstrate the three ways to put cool water on a burn:

1. Fill a bucket with water and immerse your hand into the water.
2. Use a cloth dipped in the water to cover a burn.
3. Turn on the cold water and hold your hand under the running water.

Use real water for the demonstration and the behavior if possible. You may want to turn off the hot water under the sink before this lesson to avoid any accidents.

III. Performing the Behavior

Have the children practice putting cool water on a simulated burn. These might be burns on hands, arms, legs, or maybe around the face. Ask the child to tell you how the burn happened, what they are doing now, and how they can stop this from happening for real. Each child should practice two of the ways to put cool water on a burn, and should have a chance to see others in the class practicing the third method.

IV. Summary and Followup

Review the idea of putting cool water on a burn. An activity sheet, *Putting A Burn in Cool Water*, is included to use as reinforcement for this lesson. Remind the children that they must use the cool water as quickly as possible, and that when someone is burned they should always have a grownup check the burn. The person might need to see a doctor for more treatment. Try to practice the cool water lesson at least one more time before the posttest.

TEACHER INFORMATION

Many misconceptions exist about the proper first-aid treatment for burns. As a result, injury from a burn is sometimes worsened because of the wrong treatment. Putting cool water on a burn serves three purposes. It stops the burning process, reduces swelling of damaged tissues, and relieves some of the pain immediately. Burn injuries are often more severe than they appear from the surface because you cannot see the damage done under the skin. Encourage the children to see a doctor any time a burn causes blisters or the skin looks white, brown, or charred. These conditions indicate a second- or third-degree burn that usually requires immediate medical attention.

LESSON PLAN FORM

TARGET AUDIENCE: Children ages 7-10

LESSON TITLE: Famous Fire Facts

APPROXIMATE TIME REQUIRED: 15 Minutes

OBJECTIVES: By the end of this unit, participants will:

1. Describe ways to prevent fires.
2. Tell why it's important to control air flow to fire.

INSTRUCTOR PREPARATION

1. Read Unit 5 in the American Red Cross "Basic Aid Training" Instructor's Manual and the student pages in the BAT workbook.
2. Arrange chairs in a semicircle.

MATERIALS REQUIRED

1. American Red Cross "Basic Aid Training" student workbooks.
2. Candle, jar, and matches. Coffee can to dispose of hot materials.

LESSON OUTLINE

Today we are going to focus on fires. Perhaps you are thinking that you already know a lot about fires. You have fire drills at school and you might have seen TV commercials about fire safety, but now we want to think about why the things you already know make sense.

1. Some ways to prevent fires.

Brainstorm: What are some ways that you can make your home safe from fires? (On a chalkboard or newsprint, make a list of student answers. Then refer students to the items on the Student Page and discuss them.)

- a. Matches are tools, not toys. They are tools for adults to use, but not to play with.
- b. Pay attention to fire prevention signs posted along roadways and in forests and parks.

- c. Start a campfire only where it can't spread.
 - d. Store things that can start fires, like gasoline, away from heat and in approved containers.
 - e. Don't overload electrical outlets and extension cords.
2. Fire can't burn without air.

Demonstrate: As you prepare the demonstration, ask or explain what three things a fire needs to burn.

- a. Something to burn--in this case, a candle.
- b. A source of energy--in this case, a match.
- c. Air or oxygen.

Attach a candle to the inside of the lid of a wide-mouth jar and light the candle. (Be sure to have a coffee can with a lid or other safe place to dispose of matches and other hot items used in demonstrations.)

Invert the jar on the lid and have the students slowly count with you until the flame goes out.

Brainstorm: Why did the fire go out? (The fire used up all the air or oxygen.)

3. Responding to household fires.
- a. What is the best way to put out a fire in a pan? (Put a lid on the pan to cut off air supply. Students may suggest using baking soda, but remind them that baking soda works by smothering, and lots of soda is required for it to work. The lid is much faster and safer.) (Caution: In case of fire involving grease, water should not be used to put out the fire. Water will have an explosive effect.)
 - b. What should you do if the oven catches fire? (Close the oven door and turn off the oven.)
 - c. How would you put out a fire in a toaster? (Unplug it and smother any burning material. Caution them never to reach over a fire to unplug.)

- d. What would you do if a wastebasket catches fire? (Smother fire by putting cookie sheet or heavy material over it; pour water on it; or, if metal, let it burn if you can safely remove nearby materials that might catch fire easily.)

Instructor note: Students may suggest turning over or otherwise touching the waste can, but this could result in severe burns and spreading the fire. State that to be safest, leave the fire where it is.

Good. Now you have some information about ways to prevent fires and that fires need air to burn. In the next section, we'll discuss what we can do if a fire starts in your home (a fire escape plan).

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LESSON PLAN FORM

TARGET AUDIENCE: Adults living in manufactured (mobile) homes

LESSON TITLE: Safe Living in Your Manufactured Home

APPROXIMATE TIME REQUIRED: 10 Minutes

OBJECTIVES: By the end of this unit, participants will:

1. Describe why fire is a serious threat to mobile homes.
2. Explain what to do if a fire breaks out in a mobile home.

MATERIALS REQUIRED

Copies of the American Red Cross brochure "Safe Living in Your Manufactured Home."

LESSON OUTLINE

Manufactured homes are affordable, convenient places that many people live in. According to the June 1992 issue of "American Demographics" magazine, about ten percent of the United States population lives in mobile, or manufactured, homes.

Ask: How many of you have a fire safety label on your manufactured home?

Homes built since 1985 are required by federal law to have a label on fire safety, giving instructions about what to do if there is a fire in your home. If you don't have a label, you can get a free one from any manufactured home dealer.

Ask: Why is there a greater risk of fire in manufactured homes? (Bring out the following points if participants do not.)

1. Often the cooking spaces are smaller than a regular kitchen. It's easier to knock things over.
2. The kitchen is often near the door. If you get trapped on the other side of the door by a fire, it will be very difficult to get out.
3. Propane is often the primary cooking fuel. Propane eventually can cause plastic or rubber tubing to break, or seals to leak. It's important to check the tubing used to bring propane in from the outside to ensure it's intact. Have a professional replace plastic or rubber tubing with metal tubing.

4. Usually there is only one door. If that door becomes blocked by fire, there may not be any other escape routes.

You've often heard that it's important to find two ways out of every room in case of fire. If the door is unusable, windows are your only alternatives. Have you checked the windows of your manufactured home to see if they open wide enough for you to crawl out of them?

If the windows don't open very far, you should ask a professional to make modifications to them so they can open.

Ask: Which windows should you chose to have these modifications made?

Answer: All of them. You never know where you will be if a fire breaks out. You need to escape quickly in a fire. If a fire traps you in the bathroom and you can't open the window very far, it could mean big trouble. So, get every window adjusted so it can be opened wide enough for you to get out of.

Distribute: copies of the "Safe Living In Your Manufactured Home" brochure to participants. Explain that the information in the brochure will reinforce the information you just gave them. They should read the brochure and follow its advice.

Explain: In the next section of this unit, we'll discuss another major threat to manufactured homes--wind. Wind can do more damage to a manufactured home than any other natural phenomenon. We'll discuss ways to take precautions to protect yourself and your home in case of high winds, tornadoes, and hurricanes.

LESSON PLAN FORM

TOPIC: Babysitter Safety

TIME REQUIRED: 60 Minutes

PERFORMANCE OBJECTIVES: Upon successful completion of this presentation, the students shall:

1. Correctly define a babysitter.
2. Correctly list three hazards commonly found in the kitchen and a solution for each.
3. Correctly list three hazards commonly found in a bathroom and a solution for each.
4. Correctly identify the emergency number to call for police, fire, and rescue.
5. Understand the importance of a home fire escape plan.

TEACHER INFORMATION/DISCUSSION POINTS

I. Introduction

Some personal information about your background in the fire department.

Ask: How many of you babysit now? How many of you care for younger brothers and sisters? How many of you plan to have children of your own some day? At some time in your life, you will be responsible for the care of a young child.

Babysitting is a good job because you set your own hours; pay is in cash; work is in a relaxed atmosphere. You are your supervisor.

Today I'd like to give you a few ideas on how to be a good babysitter. You are responsible for somebody else's family, responsible for somebody else's property. The reputation you establish now will follow you the rest of your life.

II. Presentation

Home security and general safety. First Aid--some general guidelines. Fire safety--talk a little about common hazards in the home and ways to correct them.

Telephone is the main tool. Know how to contact parents: The name and phone number where they can be reached. Alternate name and number in case you cannot reach the parents.

Post emergency numbers and home address by the telephone, keep pencil and paper near the phone.

9-1-1 is the emergency number for fire, rescue, and police. Emphasize pronunciation as nine-one-one not nine eleven.

Babysitting is a JOB--ask group to list some qualities of a good babysitter (good common sense, responsible, honest).

Home Security--know when parents are due home. Lock all doors and windows after parents leave. Turn on outside lights for safety.

Answering the telephone. Ask the parents how they want you to handle the phone messages. Avoid telling the caller the owner isn't home. Offer to take a message or have the owner return the call later. Do not give the phone number to anyone except your parents.

Answer the door--never open the door to anyone you don't know or expect to be coming. Call the police if anything suspicious happens.

You must be willing to be a playmate.

Children are divided into three age groups:

Infants--birth to 1-1/2, discovery stage, easily entertained, depend on you for everything (feeding, clothing, transportation), chief cause of accidental death is choking or suffocation.

Toddler--1-1/2 to 4, explorer, curiosity is hazardous, chief cause of accidental death is fires and poisoning.

Older child 5 and up. More active, independent, will try to try things the parents don't let them do normally, can entertain themselves, chief cause of accidental death is fires and explosions.

Playing safely.

Proper toys for the age, do not let toddler play with a toy stove meant for an older child. They could burn themselves or set the house on fire.

Safe toys--no broken edges. If you don't feel the toy is safe, take it away. It is your responsibility to make these types of decisions while you are in charge.

Strike zones--technique used to clear the room of possible hazards.

Immovable hazards--some hazards cannot be moved (wood stoves, kerosene heaters, space heaters, etc.) recognize that they are a hazard and keep the children away from them.

When you are busy for a few minutes and can't keep watch on the child, make sure the child is in a safe place.

No smoking--we are not here to preach to you about smoking; there are several reasons not to smoke while babysitting.

- Unhealthy--you are setting an example for the children. They are not old enough to decide for themselves about smoking.
- Stinks--leaves odor in house and on furniture.
- Unsafe--leading cause of fatal fires is careless disposal of smoking materials. Tell about smoldering furniture; the fire can break out later.

Cooking safety--kitchen is one of the most dangerous rooms in the house. Ask if anyone can tell you what is wrong in the picture (cord hanging down). Hazard because you could get tangled up in the cord and spill the contents on yourself or somebody else. Young child may pull on the cord, may get burned or injured from heavy object falling. Keep cords rolled up in a safe place.

Ask what is wrong in this picture (pan handle). Stove is a major hazard, the pan handle can catch on your clothes or a child may grab the handle and pull the pan over on him/herself.

Wear appropriate clothing--no loose sleeves. Keep long hair pulled back--sanitary and safe. Keep pan handles turned away from the front of the stove, use back burners when possible. Cooking fires are usually a result of carelessness. Smother the fire with pan lid or a cookie sheet. Turn off the heat, do not reach through the fire to get to the control. Use only an approved extinguisher or baking soda (cheap and easy to replace). Keep near the stove. Never use flour or baking powder, very dangerous. Never use water, it can splatter a grease fire and is very dangerous if electricity is involved. Ask the group if they can think of any other hazards that might be found in a kitchen (knives, cleaning products, poisons, etc.).

Clothing fires--does anyone know what to do if your clothes catch on fire? Stop--do not move, any movement will fan the fire and make the injury worse. Drop--fall to the ground--surface does not matter. Roll--over and over--or back and forth on top of the fire. The object is to smother the flames. Review the steps using a doll as a model. If anybody else's clothes are on fire the method is the same. For an adult you may be able to tell them what to do but for a child you will have to help them go through the motions. You have to take into account why the clothes are on fire. If flammable liquids have saturated the clothes, you will not be able to put out the fire with this method. Get help. Don't worry about hurting the person when you drop them to the ground, you cannot do any more harm than the fire will.

Treatment for a minor burn is to put the burn in cool water--stops the burning process; reduces swelling of damaged tissues; takes the pain away. Never use oil, butter, margarine, etc., these products will seal off the burn and keep the burning process going--often results in a worse injury. Ice can be used only as a last resort. Statistics for burn injuries: 1/3 result from fire; 2/3 result from scalds--scald is to burn with hot liquids or steam--greatest hazard in the house is hot water. Talk about turning hot water thermostat to 120 - 130°F.

Bathroom safety--never leave child alone in bathroom. If you have to bathe a child, keep both hands free--children are very slippery when wet and soapy. Test bath water with your hand before putting child in tub. Their skin is very sensitive. Run cold water last when drawing the bath. Cools off the spigot and any water that continues to drip will be cold. Three seconds at 180°F can cause third degree burns to skin. No electrical appliances in the bathroom. Ask if group can think of any other hazards that can be found in a bathroom (wet floors, razor blades, cleaning agents, nail polish and remover, poisons, etc.).

First aid--learn location of first aid supplies; never give any medication without the parents' permission. 9-1-1 is the emergency number. You are a babysitter not a doctor, if you have any doubts--call for help. Consider taking a first aid course if you plan on doing a lot of babysitting. You should be able to handle a minor injury or sickness. Major injuries or anything you don't feel comfortable with, call 9-1-1. Choking occurs frequently. Very serious. First step is to call for help (9-1-1). Let the person try to cough up whatever he/she is choking on. Roll on side or hold upside down and slip on back. Abdominal thrust--demonstrate the technique if anybody does not know what it is. Emphasize that you are demonstrating not instructing.

Poisons--explain Mr. Yuk. Some things (vitamins, prescription medications) are considered poison if they are taken by the wrong person. Do not induce vomiting unless instructed to do so by a doctor or a representative from Poison Control. Poison control number, 24-hour number, local call, goes to National Capital Poison Control Center. Good for all poison information. Poison control needs to know what they took, how long ago, how much they took, approximate age and weight of patient. Explain "Andy Dote." Tell parents about any injuries or sickness that occurs.

Fire escape planning--good information for everyone, give current statistics for residential fires. Most residential fires occur at night. Home address should be posted in numbers (no script letters) that are clearly visible from the street. Have the parents show you the layout of the house before leaving. Make note of all exits. Ask about escape ladders: do they have any inside? Are there any ladders in the basement/garage to use from the outside? Note the location of any fire

extinguishers. Ask how to use them if you don't know. Ask if the family has a fire escape plan. Plan two escape routes from the bedrooms and main room that you will use (TV, rec room). See if house has smoke detectors--talk about the importance of every home having at least one detector. Sleep with the bedroom doors closed. If you think there may be fire on the other side of the door, feel it before opening. Crawl low in smoke; talk about the dangers of smoke inhalation (if you can't see through it, don't try to go through it). Get children out of the house; make the escape in one trip. Never leave children alone while you try to get other children out. Fire escape ladders. Use as a last resort. Hard to climb. If you have one at your home, be sure you try to climb it before an emergency. Difficult for young children and elderly people to use. If you are trapped in a room don't panic, there are lots of things you can do to protect yourself until help arrives. Close as many doors as possible between you and the fire. Stuff rags into the cracks around the door to keep out smoke. Open windows a little at the top for ventilation. Do not break the glass unless you absolutely have to. You may need to close the window to keep out smoke or fire. Hang a brightly colored object out the window to attract attention. Yell out the window when you see someone outside who can help you. Have a predetermined meeting place outside where everyone can gather safely. Make sure everyone is out and never go back into a burning building. Practice the drill so you know what to do if a real fire occurs. When you are safely outside have someone go to a safe place and call the fire department.

Calling for help. Make sure you are calling from a safe location. Give the problem, the address where you need help and the phone number you are calling from. Stay on the line until the operator has all the necessary information. If possible, stay at a safe location near the fire to give any information you have about the fire to the fire department.

III. Review and Ask Questions

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LESSON PLAN FORM

TARGET AUDIENCE: Children ages 5-8

LESSON TITLE: Swimming Smart

APPROXIMATE TIME REQUIRED: 10 Minutes

OBJECTIVES: By the end of this unit, students will:

Describe ways to remain safe in or near water.

MATERIALS REQUIRED

American Red Cross "First Aid For Children Today" Facilitator's Guide and student workbook.

LESSON OUTLINE

Instructor note: Each year, near-drownings cause an estimated 3,600 to 4,600 children under 14 to be admitted to hospitals and 14,000 to 19,000 children to be treated in emergency rooms and released. Drowning is the third leading cause of unintentional, fatal injuries for children ages five to eight. Incidents can occur in very little water and in a very short time.

Ask: How many of you life to swim? Have you taken swimming lessons?

Explain: Swimming is lots of fun and a good way to get exercise. If you plan to go swimming, you should take lessons. Even if you have taken swimming lessons, you are not "water safe."

Point out: Every year, many children drown or are seriously injured in the water. In this lesson, you will learn ways to protect yourself in and around water. First, here are the rules for swimming.

Rule 1: Check it out

Always check your swimming area for:

- A lifeguard. Lifeguards make sure that swimmers follow the rules and are trained to help in case there is any trouble in or around the water. Swim only where there are lifeguards or an adult who gives you permission to swim.

- The posted rules. Even when you swim where there is a lifeguard, it is up to you to follow the rules of the place where you are swimming. Rules are usually posted where you can easily see them--whether at a pool or a beach. Examples of rules to look for are
 - Signs that say "Danger," "Don't Swim Here," "No Diving," or "No running and jumping."
 - Warning flags (usually at a beach)--flags of different colors can mean it's okay to swim, be careful when swimming, or do not swim. Ask a lifeguard what a flag means.

Rule 2: Play It Safe

There are several ways to play safely in the water. Here are some:

- Always swim with a friend.
- Stay out of a pool, hot tub, spa, or whirlpool if there are no adults or lifeguards present.
- Swim only when you are rested.
- Jump or dive only when a lifeguard or adult says it's okay.
- Never chew candy or gum while you are swimming. You could choke.
- Don't mess around. Running, pushing, or shoving people in or around the water can cause serious injuries to you or to them.
- Stay far away from diving boards, slides, or boat ramps.
- Don't swim at night.
- Get out of the water immediately if you hear thunder or see lightning.
- Don't swim if the water feels too cold. If you're already in the water and it becomes cold, get out.
- Listen to the lifeguard or adult.

Rule 3: Reach or Throw, Don't Go

Swim only where there is a lifeguard or when you have permission from an adult you know. If someone needs help in the water:

- Stay calm.
- Do not go into the water yourself.
- Reach out if the person is close to you. Lie down and reach out with a stick or tree branch, an oar, or a rope. Back away from the edge of the water as you try to safely bring the person in from the water.
- Throw a floating object such as a life jacket or a ring buoy if the person is too far from you. He or she can stay afloat by holding onto it.
- Get help if you know you can't help the person. Tell him/her that you are going to get help.
- If you are in the water, call to someone for help.

Picture/Activity

Turn to page 24 of your workbook. (Give time for students to find the right page.)

Ask: Can you find all the safe-water things the animals are doing in this picture?

Time permitting: Have students color in the picture.

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LESSON PLAN FORM

TARGET AUDIENCE: Children ages 5-8

LESSON TITLE: Burns, Burns, Burns

APPROXIMATE TIME REQUIRED: 15 Minutes

OBJECTIVES: By the end of this unit, students will:

1. Find out ways people get burned.
2. Describe ways to avoid burns.

MATERIALS REQUIRED

American Red Cross "First Aid for Children Today" Facilitator's Guide and student workbook.

LESSON OUTLINE

You have learned ways to prevent fires and how to protect yourself from them. You also know what to do if your clothes catch on fire. But there are other ways to be burned. Burns can be caused by hot liquids, the sun, electricity, chemicals, and other things. In this section, you will learn ways to prevent burns.

Instructor note: Scalds are the leading cause of burn injuries. Each year 37,000 children ages 0-14 are treated in emergency rooms for scalds from hot liquids, food, and tap water. Most children are scalded by substances that are heated on the stove or in the oven. Others are scalded by hot tap water, often in the bathtub.

Scalds are burns caused by touching very hot liquids or steam. Most scalds happen in the kitchen or bathroom, around cooked foods and hot water. Here are some ways to prevent scalds:

- Carry hot foods, hot drinks, or other hot things slowly and carefully. Set such things down away from the edge of tables or countertops and on a flat surface.
- Take a small sip or taste with a spoon to test the temperature of hot liquids you are going to drink.
- Do not play around the stove.
- Wait at least one minute before opening food that has been in the microwave. Then open it very slowly because the steam that builds up inside can burn you. Use pot holders.

- Test the temperature of water in the sink or tub by sticking the tip of your finger in quickly. (Don't put your finger in the water if it's steaming.) If the water feels too hot, add cold water, or wait until the water cools.

Lesson 4 Poster

Boka Beaver is being very careful around the hot foods cooking on the stove. He is wearing hot mitts and watching the pots and pans in case something boils over.

Sunburn

Just as fire or hot water can burn you, so can the sun. Most people like to be outside when the weather is nice. But if you are planning to be outside for a long time, no matter what time of the year, use a sunscreen lotion (sometimes called sunblock) on your body. Why?

You know how the sun can feel hot when it shines on you. It can actually burn your skin if you stay out long enough because it has strong rays that damage the skin. A sunscreen lotion helps keep the sun's strongest rays from damaging your skin.

Sometimes you may need to use more than just a sunscreen. For example, when you are at the beach or in the water for a long time during the summer, it is a good idea to cover your body with an old T-shirt, even in the water, because the water and the sun together make the sun's rays even stronger.

It's Shocking

Electricity is a type of energy that is all around us. When you see lightning during a thunderstorm, you are seeing electricity. Electricity lights our homes and runs our appliances. Even though you can't see electricity, it's there and can cause burns.

Electricity can be found in electric cords and outlets. The cords carry the electricity from the outlet in the wall (what you plug a cord into) to whatever the cord it attached to, like a lamp, hair dryer, or TV.

Ask: How can you prevent burns from electricity?

Bring out if students do not:

- Do not use a plug-in radio, hair dryer, fan, or any electric appliance near water, such as a bathtub or sink.
- Be sure your hands are dry before plugging or unplugging anything.

- Do not put any object except a proper plug into an outlet.
- Do not plug in anything if the cord attached to it looks old or worn.
- Do not try to force a plug into an outlet. Not all plugs fit all outlets.

Lesson 4 Poster

One of the piglets is trying to prevent Posha from getting an electric burn on her tail in this poster. The little pig sees that her tail is too close to the electric outlet and is warning her to be careful.

If someone has been injured by electricity, here is what you need to do:

- Carry out the Emergency Action Plan (see lesson one).
- Do not touch the person.
- If you know how, turn off the electricity's power source. If you aren't sure, wait until help arrives.

Other Burns

People can be burned by many other things. Here are some ways you can prevent burns:

- Do not play around fireplaces, stoves, barbecue grills, and heaters. They are all very hot and can cause serious burns.
- Do not play with things such as gasoline, lighter fluid, charcoal lighter, or other flammable things. They can burst into flames very quickly if they are near heat. The heat could be from a match or just from the furnace that heats your home.
- Do not play with products such as oven cleaners, silver polish, rug cleaners, or toilet bowl and drain cleaners. Things such as these can burn you without being hot to the touch because they contain chemicals that can burn your skin.

If you or someone else has been burned, here's what to do:

- Remember the Emergency Action Plan.
- Run lots of cool water over the area that has been burned. Do not use anything else.

Turn to page 23 of the F.A.C.T. Fun Book. Work on the activity on burn prevention at home.

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LESSON PLAN FORM

TOPIC: Portable Kerosene Heaters

TIME REQUIRED: 45 Minutes

PERFORMANCE OBJECTIVES: Upon successful completion of this presentation, the students shall:

1. Understand the basic guidelines for choosing a portable kerosene heater.
2. Understand the proper use of portable kerosene heaters.
3. Understand the proper handling and storage of fuel for portable kerosene heaters.
4. Understand the basic guidelines for proper storage and maintenance of portable kerosene heaters.

TEACHER INFORMATION/DISCUSSION POINTS

I. Choosing a Portable Kerosene Heater

Portable kerosene room heaters can be a reliable and cost-effective alternative for home heating if they contain appropriate safety features. A new generation of modern kerosene heaters has been developed in recent years with materials, mechanism, design, and performance which sets them apart from primitive designs that were common 30 years ago.

When selecting a portable kerosene heater, here are some common sense guidelines:

- Be sure the heater design will not allow flooding of the burner. Models with a wick meet this requirement.
- Ask your dealer to demonstrate what happens if the heater is jarred or tipped over. Heaters suitable for home use should have a safety shut off-device which automatically snuffs out the flame if the heater is tipped. No significant amount of kerosene should spill if the heater is laid on its side.
- The heater should have a low center of gravity to make accidental tipovers unlikely.
- Check construction for durability. The heater should be made of heavy-gauge steel and have such features as double walls or protective grills to guard against contact burns.
- The fuel feed should be located below the burner. The fuel should be contained in a sturdy tank that will not shatter and spill fuel if dropped.

- A fuel gauge should be provided to prevent overfilling or unnecessary refilling. A siphon pump provided with a kerosene heater will help prevent accidental fueling spills.
- Check for a push-button lighting device, which eliminates the need for matches.
- Burner design should provide such complete and efficient combustion that there should be no detectable odor or smoke during operation.
- Have your dealer demonstrate lighting and operating procedures.
- Approval by a recognized testing laboratory, such as Underwriters' Laboratories, can provide additional assurance that the heater has performed well under severe test conditions and meets acceptable safety standards.
- Check manufacturer's literature for Btu ratings of various models. Discuss with your dealer the appropriate size unit for the area you wish to heat.
- Check local codes for permitted uses.

II. Proper Use of Portable Kerosene Heaters

Technical advances have led to the development of a new generation of portable kerosene room heaters equipped with many safety features. As with any heating appliance, proper precautions should be taken to ensure safe and efficient operation.

- Following is a safety checklist for consumers.
- Burn only kerosene. Never use gasoline, white gas, camp stove, or other fuels. They are extremely dangerous if used in kerosene heaters.
- Kerosene should be water-clear. Yellow or colored kerosene will smoke, smell, and interfere with wick operation.
- Store kerosene supplies in an approved container, clearly marked kerosene, away from living quarters.
- Refill heater away from living quarters when heater is cool, using a siphon pump to prevent spillage.
- Place the heater away from curtains, furniture, papers, clothes, or other combustible materials.

- Some heater surfaces become hot. Keep children away and instruct them not to touch the controls. Perhaps provide a barrier around the heater to prevent them from contacting it.
- Provide adequate ventilation, normally furnished by opening a door to an adjacent room. In totally closed rooms a window should be opened slightly. Avoid drafts.
- Read and follow the manufacturer's directions for correct operation and maintenance of the heater. Keep the instruction booklet available for reference.
- Clean and maintain your heater according to manufacturer's instruction. Keep base tray free of dust or any obstruction.
- When turning the heater off, make sure the flame is completely extinguished.
- Because heaters have an open flame, do not use flammable solvents, aerosol sprays, lacquers, or gasoline in the same room.

III. Proper Handling and Storage of Fuel for Portable Kerosene Heaters

The new design of portable kerosene heaters offers consumers a reliable and cost effective alternate source of heating. But, as with other heating appliances, it is important that consumers understand proper selection, handling, and storage of kerosene fuel.

Here are some guidelines:

- Kerosene may be referred to by other names, such as #1 fuel oil, #1 diesel oil, stove oil, Jet A. They can be used only if water-clear.
- Kerosene is a combustible, not flammable liquid, and should be treated with the same care as home heating oil.
- Store kerosene in a sturdy, approved container, clearly marked "Kerosene," away from living quarters. Never store in a can marked gasoline. Make certain that water cannot enter the containers, and that the closure is tightly secured.
- Store kerosene away from direct sunlight or other heat sources.
- To assure top quality, do not keep kerosene over the summer. Obtain a fresh supply in the fall. Kerosene can change chemically and "spoil."
- Refill the heater away from living quarters when heater is cool, using a siphon pump to prevent spillage. During refueling, check the fuel gauge to prevent overfilling.

- Cold liquids, when warmed, expand. Cold kerosene will expand in a heater tank as it warms to room temperature and could overflow if the tank does not have sufficient air space to accommodate expansion. If cold kerosene is used, fill the tank no more than 90 percent full.
- When storing kerosene in containers of more than five gallons, consult local building and fire inspectors for compliance with codes.
- Local codes should be consulted for permitted storage of kerosene heater fuels.

IV. Proper Storage and Maintenance

Portable kerosene heaters are an efficient and economical alternative energy source. As with any appliance, proper storage and maintenance will insure long-lasting and effective operation.

Here are some helpful guidelines when heaters are to be stored over summer months.

- Remove all fuel from the tank.
- Check the wick. Clean it if it is dirty. If the wick is worn out, replace with a new one according to the manufacturer's direction, making sure you use the correct wick for your particular model.
- Completely clean the entire unit with a nonaerosol spray-type household cleaner that cuts dirt. Clean all dust and spills to ensure that air flow is unobstructed and that fuel residue does not remain on the unit.
- In models with a glass mantle, gently clean with soapy water and dry completely. Avoid getting water on the heater.
- Remove the batteries. If weak, discard. Store good batteries in a dry place, taping the ends for protection.
- Clean all contact points and terminals in the ignition system, according to the manufacturer's instructions.
- Place unit, and any accessories and siphon pump in a dust-and moisture-free container. Store in a safe cool, dry area and label.

When taking your heater out of storage to use again:

- Install batteries if your model requires them.
- Inspect heater shutoff mechanism and wick adjuster to insure proper functioning.

- Inspect wick for dry rot or mold resulting from storage and, if necessary, replace with a new one.
- Fill the fuel tank with clean, fresh kerosene.
- Wait 30 minutes before lighting unit to allow wick time to absorb fuel.
- Reread the owner's manual to refresh yourself on operating and safety features of your unit.

Maintenance suggestions:

- Make it a habit to check the wick once a week. If it is dirty, clean according to the manufacturer's directions.
- Remove any dust or dirt from the unit regularly. Any spillage should be wiped up immediately.

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LESSON PLAN FORM

TARGET AUDIENCE: Children ages 5-8

LESSON TITLE: Poisoning

APPROXIMATE TIME REQUIRED: 10 Minutes

OBJECTIVES: By the end of this unit, students will:

1. Find out ways people get poisoned.
2. Describe ways to avoid poisoning.
3. Know essential care for poisoning emergencies.

MATERIALS REQUIRED

American Red Cross "First Aid for Children Today" Facilitator's Guide and student workbook.

LESSON OUTLINE

Poisons are things found indoors or outdoors that can cause a person to feel sick or to die when eaten, drunk, touched, or breathed in.

There are many places inside and outside your home where poisons can be found. In this section, you will learn how to recognize poisons, and you will learn what you can do to prevent poisoning and how to help someone who has been poisoned. Some types of poisons are

- pesticides;
- medicines;
- vitamins;
- detergents;
- cosmetics;
- perfume;
- gasoline;
- poisonous snakes;
- kerosene;
- motor oil;
- paint (including peeling paint from walls, window sills, etc.); and
- certain berries, trees, and other plants.

Also, dangerous chemical poisons can be found in water near factories and industrial areas, in exhaust from cars (carbon monoxide) and in smoke from factories.

Physical signs that mean someone has been poisoned are

- trouble breathing;
- a rash (red spots) that appears on the skin;
- swelling in parts of the body;
- itchy, watery eyes;
- runny nose; and
- vomiting.

Poisoning is very serious. Every year, thousands of children need to be treated at the hospital for poisoning. Here are some rules to help keep you safe from poisoning:

- Take medicines or vitamins only when an adult gives them to you.
- Never use household cleaners, disinfectants, furniture polishes, paints or painting products, car cleaners, kerosene, and so forth, without an adult helping you.
- Don't put twigs or leaves in your mouth. They can have poisons in them.
- Wear protective clothing that covers your arms and legs when you go hiking in areas where there could be poisonous wildlife or plants.
- Wash your hands thoroughly after playing in the woods, dirt, or sandbox, or after doing any kind of gardening.

Lesson 4 Poster

Take a look at the Lesson 4 Poster. Can you see where Posha Pig has poisonous things stored? She keeps them locked up in a high cabinet--away from little pigs and beavers.

Turn to page 26 of the F.A.C.T. Fun Book. Do the activity on poisons at home.

Summary

If you think that someone has been poisoned, you should:

- Stay calm.
- Get help. Get an adult or call your local poison control center (or 9-1-1 or "zero" for the operator) and say, "This is an emergency call."
- If there is one, be sure to bring the poison's container or label with you to the phone so that you can describe it to the poison control center operator.

Listen carefully to what the operator tells you and answer all questions. If you don't understand, ask the operator to repeat it. Follow the advice you are given.

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LESSON PLAN FORM

TOPIC: Portable Fire Extinguishers

TIME REQUIRED: 90 Minutes

PERFORMANCE OBJECTIVES: Upon successful completion of this presentation, the students shall:

1. Have a basic understanding of the chemistry of fire as explained by the fire tetrahedron.
2. Have a basic understanding of the physics of fire progression.
3. Understand the four classes of fire.
4. Understand the necessity for choosing the correct extinguisher for the type of fire encountered.
5. Understand the operational characteristics of water, CO₂, dry chemical, and Halon extinguishers.
6. Demonstrate the ability to operate the types of extinguishers provided by the facility for the class.

INSTRUCTOR NOTE

This course is designed to prepare the students to correctly identify the type of fire they are faced with and to select and effectively use the proper type of extinguisher for that type of fire. The instructor should stress that portable extinguishers are considered "first aid" appliances, and that there are times when the student should not attempt to fight the fire. The "stop, drop, and roll" technique is covered as a part of the program. The instructor should stress the importance of calling the fire department in all fire situations.

TEACHER INFORMATION/DISCUSSION POINTS

I. Chemistry of Fire

The visual for covering this material illustrates the fire triangle. The fourth part of the phenomenon, the "molecular chain reaction", is illustrated by having the legs of the triangle separated. This produces clearer graphics, and is easier for most lay people to understand than the concept of the "tetrahedron."

Explain that all factors must be present in order to have a fire. If any leg of the triangle is removed, or if the reaction is interrupted, the fire goes out.

Explain that portable extinguishers work by eliminating one of the legs of the triangle:

Water	Cools, removes HEAT leg of the triangle;
CO ₂	Smothers, removes OXYGEN leg;
Dry Chemical	Interferes with molecular chain reaction; and
Halon	Smothers and interferes with chain reaction.

Mention that except for very limited circumstances, it is very difficult to extinguish fires by removing the FUEL leg of the triangle.

II. Physics of Fire Progression

Fire is a self-sustaining chemical oxidation reaction. Once started, it will progress until it consumes all available fuel or until positive action is taken to stop it.

At a given interval of time after a fire starts, it will double in volume. This interval will vary with the type of fuel involved. For each subsequent interval of equal duration, the fire will again double in volume.

Example: A fire involving a solid combustible may take several minutes to double in size, while one involving a flammable liquid may double in size in fractions of a second.

Understanding this principle is necessary so that the person attempting to extinguish a fire will know if he is capable of doing so with a first aid appliance. If the fire is progressing too rapidly, first aid firefighting should not be attempted. The person should concentrate his/her efforts on escape and alarm.

III. Classification of Fire

Class "A"

Capital "A" in a triangle, symbol may be green. Ordinary combustibles: wood, paper, trash, leaves and grass, clothing, furniture, etc.

Class "B"

Capital "B" in a square, symbol may be red. Flammable liquids: gasoline, oil, diesel fuel, grease on the stove, alcohol, paints and thinners, some household cleaners, etc.

Class "C"

Capital "C" in a circle, symbol may be blue. Energized electrical equipment: movie projector, copying machines, lamps, radios, televisions, household appliances, hair dryers, blenders, toasters, mixers, etc. Even if appliance is turned off, it is energized to the switch. If appliance is unplugged, the fire is Class "A." If the plug cannot be seen, it must be assumed that the appliance is energized, requiring a Class "C" rated extinguisher. Televisions, because of high-voltage capacitors, must be considered energized even if unplugged.

Class "D"

Capital "D" in a star, symbol may be yellow. Combustible metals: sodium, lithium, titanium, magnesium, and zirconium. Require special Class "D" extinguishers.

IV. Types of Extinguishers

Water: Rated for Class "A" fires only. If used on flammable liquids--flammable liquids are usually lighter than water and will simply float on top of the pool of water and continue to burn. If the liquid is hotter than 212°F (100°C), the water is instantly converted to steam, expanding 470 times in volume and violently splattering the flaming liquid. If used on energized electrical equipment, the stream of water will conduct the current back to the extinguisher, and to the person using it. Two one-half gallon extinguishers will last approximately 60 seconds. Range is 30 to 40 feet maximum. Pressurized water extinguishers must be operated upright. Mention that soda-acids are the only extinguishers that are operated by inverting. All others must be held upright.

CO₂: (carbon dioxide): Rated for Class "B and C" fires. Not rated for class "A." Pressure varies with ambient temperature: at 32°F pressure is approximately 200 psi. at 70°F is approximate; 900 psi. Pressure relief valve releases at 1,800 psi. Effective time, 10 to 30 seconds, depending on extinguisher size. Effective range three to eight feet. Mention that CO₂ is ineffective outdoors, as any wind will blow extinguishing agent away before it can put the fire out. Stress that when extinguishing fires in electrical equipment, it is necessary to disconnect the equipment after the fire is knocked down to prevent rekindle.

Dry chemical: There are two types, BC rated and ABC rated. Stress differences. BC rated uses bicarbonate-based powder, and will not extinguish Class "A" fires. ABC rated uses monammonium phosphate powder and is effective on Class "A" fires. Effective time 8 to 20 seconds, depending on size of unit. Effective range 8 to 20 feet, depending on unit.

Halon: Discharge may be gas or liquid depending on type of Halon used. Halon 1301 is a gas while Halon 1211 is a liquid. Rated for Class "A", "B", and "C" fires. Effective time 15 to 30 seconds. Effective range 8 to 20 feet. Refill of these units is very expensive. Usually confined to use around high-value equipment such as computers, due to cost. Mention that these extinguishers are almost identical in appearance to dry chemical. They should have a label just under the gauge indicating that they are Halon units.

V. Operating Extinguishers

As a general rule, the following technique will work for most extinguishers.

PASS

- Pull the safety release. This is usually a pin in the top handle, but in some cases may be a trigger on top of the unit, or the lower handle may be taped to the shell.
- Aim the extinguisher, or the hose if it is equipped with one, at the base of the flames.
- Squeeze down on the top handle.
- Sweep the extinguishing agent across the flames rapidly from side-to-side.

There are exceptions to the PASS procedure. They are the older soda-acid units that must be inverted and cartridge-operated extinguishers.

VI. Special Notes and Cautions

Dry chemical units: When attempting to extinguish a fire involving flammable liquids in a spill or pool, be extremely careful not to enter the pool or spill area while operating the unit.

CO₂ - (carbon dioxide) units: Be certain to hold the nozzle (horn) by the hand grip portion to avoid freezing injuries to the hands. With units that have the horn as an integral part of the head assembly (five pounds or less), the unit should be held with one hand on the trigger handle and the other under the shell for support. The horn must be aimed before the unit is discharged, as it instantly freezes into position.

Be prepared for a static shock caused by ionization of the extinguisher shell during discharge. Be prepared for the noise of the discharge.

Outdoor Fires--Approach the fire from the upwind side (wind to the operator's back). This serves two purposes:

- The wind blows the flames and smoke away from the operator allowing better visibility and comfort.

STUDENT LESSON PLAN

TOPIC: Home Fire Protection in Wildland Areas

TIME: 20 Minutes

TARGET

AUDIENCE: Adults

I. OVERVIEW

Wildland fires happen very quickly and can consume thousands of acres before being controlled. These fires are not simply isolated incidents in national forests, but also pose a real risk to many urban areas. The power of these fires has been exhibited many times in places like Oakland, California, Los Angeles County, California, Yellowstone National Park, Rapid City, South Dakota, etc.

People who live where wildland areas meet residential development, known as the wildland-urban interface, must maintain their homes and lots in a manner which will offer the greatest safety during a wildland fire. This maintenance should begin when the home is being built and continue for as long as the home is inhabited. Also, people living in these areas must understand the risk posed by a wildland fire. These fires don't simply destroy a house here and there; they destroy entire neighborhoods and developments.

II. INTRODUCTION

Ask the question, "What do you think the greatest hazard is to you living in the wildland area?" Discuss the answers and expand on answers concerning fire.

Each year there are hundred of homes in this country destroyed by wildland fires. The potential for these fires exists anywhere there are homes built in wooded areas. The difference between saving your home during a fire and it falling victim to the fire depends on how well you maintain your home and your lot. By following fire safety recommendations for homes in the wildland area, you can greatly increase the chances of your home surviving a wildland fire.

III. KEY POINTS

Safety Measures

- The best method to protect your home is to develop a safety zone around the house, which is free from ladder fuels such as oak brush, chamise, tall grasses, etc. These types of fuel provide a path right up to your house during a fire. An area of at least ten feet around the house must be totally clear of these fuels.

The next 20 feet around your house should contain vegetation that can be easily pruned and is drought resistant. Trees are acceptable in this area if the limbs are trimmed to a height of ten feet above the ground. Again, this keeps the fire from spreading to the tree. The grasses should be kept shorter than four inches.

- The roofing on your house may catch fire easily. The roofing should be noncombustible or fire resistant. Untreated wood shingles are very dangerous in the wildland area; not only do they catch fire easily, but while burning they release flying brands that can spread the fire.
- Stack firewood uphill at least ten feet from the house.
- Trim any branches that extend over the roof.
- Remove dead limbs, leaves, and grass clippings from all areas around the house.

Other Important Fire Safety Tips

- Keep the roadway to your home open at all times.
- Make sure the house address is clearly visible from the street.
- If the house has a fireplace or woodstove, keep a mesh spark arrester on the chimney when in use.
- Dispose of leaves, grass clippings, and weeds without burning.
- Enclose or screen off porch, floor, roof, or attic openings with a fine metal screen to keep fire brands from lodging underneath the opening.
- Plan and rehearse fire drills with at least two ways out of the house and out of the wildland area.

IV. SUMMARY

Wildland fires may happen, but it doesn't mean that your home has to be destroyed by the fire. Take action today to increase the chances of surviving a wildland fire. With a wildland fire, you won't get a second chance.

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STUDENT LESSON PLAN

TOPIC: Electrical Safety

TIME: 20 minutes

TARGET

AUDIENCE: Adult Homeowners

I. OVERVIEW

Each year in this country, home appliance and wiring fires account for over 90,000 fires. This is a significant percentage of all fires in the home. These fires claim over 500 lives and result in around \$760 million in property losses.

These fires generally occur between 3:00 p.m. and 9:00 p.m. with the highest risk time being during dinner time when meals are being prepared. Also, fire risk from electrical fires increases during the winter and holiday seasons when the use of electrical appliances and decorations increases.

Most electrical fires in the home can be divided into two types: appliance and wiring. Most wiring fires start in the bedroom.

II. INTRODUCTION

Electrical fires are a major problem in this country, especially during the winter months. Electrical fires claim hundreds of lives each year. To be a safe user of electricity, you must know how to use electrical appliances properly, and how to identify potential fire hazards in wiring and appliances.

III. KEY POINTS

Causes of Electrical Fires

- Most residential electric fires are caused by appliances that create heat such as irons, hair dryers, etc.
- Portable heaters cause the most residential fire deaths.
- Wiring that has been added by the homeowner is a leading cause of wiring-related fires.

- Twenty percent of wiring-related fires are caused by electric cords that have not been used properly.

Signs of Electrical Problems

- appliances that spark or overheat;
- outlets that do not work properly;
- outlets that emit sparks or smoke;
- lights that flicker;
- switch plates, wall outlets, or electrical cords that feel warm to the touch;
- circuit breakers or fuses that trip frequently;
- smell of burning wire; and
- residential wiring made of aluminum instead of copper.

Safety Tips

- Always buy electrical appliances that have been tested by a testing laboratory such as Underwriters' Laboratories (UL) or Factory Mutual (FM).
- Always follow manufacturer's recommendations for use of appliances.
- Keep curtains, combustibles, and children away from electric space heaters.
- Repair or replace any appliance or extension cord that overheats, smokes, sparks, or has cracked or frayed cords.
- Keep appliances away from wet areas.
- Do not overload extension cords or wall sockets.
- Affix safety closures to child-proof unused outlets.
- Ensure that all do-it-yourself wiring meets local codes.

IV. SUMMARY

Fire safety with electric appliances and wiring depends on you. Proper maintenance and use of appliances is essential for avoiding an electrical fire. Know the signs of danger so that you can prevent the fire from happening.

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STUDENT LESSON PLAN

TOPIC: Fireplace Safety

TIME: 20 minutes

TARGET

AUDIENCE: Adult Homeowners

I. OVERVIEW

Fires caused by fireplaces and woodstoves are common in the United States. Generally, rural areas have a higher incidence rate than urban areas. In fact, noncentral heating fires are the leading cause of fire casualties in rural America. The most common problems associated with fireplaces and woodstoves are improper installation, improper use, and careless disposal of hot ashes.

II. INTRODUCTION

Wood-burning appliances such as fireplaces and woodstoves can be very beneficial to the homeowner. Not only do they provide heat for the cold winter months, but they also are beautiful to watch. Unfortunately, misuse of these appliances can unleash the power of fire inside the home. These appliances cause over 80,000 fires each year in this country, killing over 160 people. Always consider fire safety before installing or using fireplaces and woodstoves.

How many of you have ever had a close call with a fireplace or woodstove? What did you do?

III. KEY POINTS

Installation and Maintenance

- Always purchase stoves and fireplaces that are listed by one of the following organizations: UL, ULC, ICBO, SBCCI, BOCA.
- Always follow the manufacturer's instructions when installing and using the stove or fireplace.
- Follow all local building codes when installing the stove or fireplace.
- Always keep the damper open.

- When starting a fire, burn a red hot, roaring fire for 15 to 30 minutes every day to reduce creosote build-up.
- Inspect chimneys regularly and have them cleaned by a professional if there is over 1/4 inch of creosote build-up.

Safety Tips

- Top chimneys with spark guards.
- Always cover open gratings with a mesh or screen.
- Dispose of cooled ashes in a tightly sealed metal container.
- Install a stack alarm in the chimney.
- Never use a flammable liquid to start the fire.
- Keep children away from the stove or fireplace.
- Burn only dry wood or other recommended fuel in the fire box.

IV. SUMMARY

When used properly, woodstoves and fireplaces can be very enjoyable. Keep safety in mind when using these appliances to keep you and your family safe.

STUDENT LESSON PLAN

TOPIC: Christmas Fire Safety

TIME: 20 minutes

TARGET

AUDIENCE: Adults

I. OVERVIEW

Christmas season is one of the most joyous times of the year. Unfortunately, it is also one of the most costly as far as fire is concerned. Historically, fires during Christmas are commonly caused by careless cooking, electrical problems in wiring and appliances, wood heating appliances, misuse of candles and other decorations, and careless smoking. Not only do the heat sources around the home increase during this season, but potential fuels such as wrapping paper, decorations, and Christmas trees also are plentiful in the home.

It is important that every person understand the fire dangers associated with the holiday season. More importantly, every person should know how to prevent these dangers.

II. INTRODUCTION

Ask the audience, "What fire hazards are present during the Christmas season? Can anyone remember a fire that has occurred during Christmas? How did that fire affect the family and the community?" Discuss the answers. Emphasize the cost in human suffering and the impact fires have on the entire community during Christmas.

III. KEY POINTS

Fire Safety Precautions

- The best type of Christmas tree is a fire-resistant artificial tree. Make sure that a real tree is fresh when it is purchased. Leave the tree outside until it is ready to be decorated. Before placing the tree in a stand, make a clean cut on the trunk. Keep the tree adequately watered. When the needles begin to dry, take the tree outside immediately. Do not attempt to burn the tree in a fireplace or woodstove.
- Use decorations that are UL listed. Make sure all cords and sockets are free from damage. Replace any faulty lights or cords immediately.

- Keep the Christmas tree and all decorations away from heat and flame sources such as space heaters, radiators, fireplaces, or woodstoves.
- Keep gift wrapping and electric toys away from the tree.
- Keep matches and lighters out of the reach and sight of children.
- Test all smoke detectors.
- Develop a home escape plan and practice it before the house is decorated for the holiday.

IV. SUMMARY

Christmas should be a time of celebration for every member of the family. By following these fire safety tips, you can keep fire from ruining the holiday. Christmas is a time for giving. Tell a friend about the importance of fire safety during the holidays.

STUDENT LESSON PLAN

TOPIC: Exit Drills in the Home

TIME: 20 minutes

TARGET

AUDIENCE: Adults

I. OVERVIEW

Fires in the home happen in seconds. Fire can quickly block normal escape routes. In addition, the situation can lead to confusion which reduces the opportunity for quick escape. Hundreds of people lose their lives each year during fires because they do not get out of the building quickly.

Home escape plans, along with working smoke detectors, are the keys to getting out of a house safely during a fire. Every family should have a home escape plan that includes two ways out of every room; a common meeting place outside such as a mailbox; escape ladders in second floor or higher bedrooms with windows; and windows that work easily. The home escape plan should be practiced at least twice a year with every member of the family participating.

II. INTRODUCTION

Fire kills very quickly. Many times, fire will block your most common route out of the house. Without a well-practiced plan, you or a member of your family could become trapped during a fire, possibly even losing your life. The way to prevent this is to have a home escape plan. By having and practicing a plan, each member of the family will react properly and quickly when the smoke detector sounds.

III. KEY POINTS

Designing the Plan

- Developing the home escape plan should involve each member of the family. Make it a family project and get the kids involved in the project.
- Use a piece of graph paper to draw a floor plan of your house. Identify doors and windows in each room, noting the windows that can be used for escape.
- Identify two ways out of every room in the house. Alternate escape routes could be a window, or a door other than the usual route you take out of the house.

- If a second escape route is a window, make sure it is easy to open. If it is higher than the ground floor, purchase an escape ladder to use during an emergency. If it is in a child's bedroom, make sure the child can open the window and remove the screen.
- Identify a common meeting place outside the house such as a mailbox. The meeting place should be a safe distance from the house.
- Install a smoke detector on each level of the house. Test the detector at least once a month and change the battery once a year.
- Talk with each member of the family about what to do in case of a fire. Each member should know two ways out of every room in the house.

Practicing the Plan

- Practice the plan at least twice a year. Use the smoke detector in the drill.
- Practice the plan at different times of the day.
- Pretend that certain escape routes are blocked by smoke and have family members use the alternate route.
- After the drill, talk about any problems.

Other Important Points

- During a fire, if escape is impossible, close the door between you and the fire. Use a rug or towel to seal the spaces around the door. Go to a window and try to signal a neighbor. If the fire department has arrived, try to signal a firefighter and tell him/her you are trapped.
- Always call 9-1-1 from a neighbor's house.
- Once out, stay out. Do not go back into the house for any reason. If someone is trapped, let the fire department know as soon as it arrives.

IV. SUMMARY

Home escape plans that are practiced greatly increase your chances of getting out of the house during a fire. Take the time to develop a plan and practice it with your family. If you wait until a fire strikes to think about how to get out, it will be too late.

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LESSON PLAN SUMMARY

EVALUATING INSTRUCTOR: _____

LESSON TITLE: Home Fire Safety (Prevention of Hot Liquid Burns)

5 Min.

10 Min.

STUDENT INSTRUCTOR: _____

DATE: _____ TYPE OF LESSON: Psychomotor

Cognitive

Affective

LESSON OBJECTIVE/S:

(Brief description of the primary objectives that will be met as a result of this class. Remember the A B C D or CBS format)

Given a lesson on hot liquid burn prevention, attendees will indicate two ways that hot liquid burns can be prevented in three locations of the home.

LOCATION/TIME OF LESSON:

Multistory Estates, Recreation/Meeting Room, Vista Village
Presentation at 2:00 p.m. Saturday

AUDIENCE DESCRIPTION:

Adult and Children residents
Education ranges from elementary school to high school graduates
Skills N/A
Motivation Attendance is due to fire department advertising because of several children being scalded by hot liquids in the home.
Attitude is positive with some anxiety towards the authority represented by the fire department.

AUDIO/VISUAL NEEDS:

Equipment	Films, Slides, OHTs, Tapes, etc.
Slide projector Microphone and speakers Electrical extension Grounded plug adapter Extra slide projector bulb	Slides provided for lesson Spanish Language Handouts provided by Fire Depart. Novelty items, balloons, kitchen magnets, and donated plastic cartoon bathtub water thermometers. Spanish speaking assistance is required if presenter is unable to speak Spanish

INSTRUCTOR REFERENCES:

NFPA materials on scald prevention, burn prevention manuals from National Burn Prevention Association, and National Fire Academy materials on scalds and burn prevention.

PRESENTING EFFECTIVE PUBLIC EDUCATION PROGRAMS

STEPS	CLOCK TIME: MINUTES	MAIN POINTS	METHOD	A/V MATERIAL FACILITIES
	1 minute	<p>Any Room where hot foods are being consumed:</p> <ul style="list-style-type: none"> • Avoid holding a child or infant when drinking coffee or tea. • Use potholders if carrying hot containers. • Be watchful of obstacles, children, and other people if you are carrying or holding soups, coffee, or tea. These common items have the capability of giving third degree burns, the worst level of burn. <p>Watchfulness can prevent disaster!</p>	Slides of appropriate actions to prevent burn.	Slide projector and screen, microphone, cables, and speakers
Application and Evaluation 2 minutes total	1 minute	<p>Review the locations where hot liquid burns can take place and causes for hot liquid burns.</p> <p>Ask for ways to prevent hot liquid burns for each location.</p> <p align="center">Coaching may be required</p>		Microphone, cables, and speakers
	1 minute	<p>Review appropriate ways to avoid hot liquid burns for each location</p> <p>Ask if there is anything that the audience might wish to add.</p> <p align="center">Coaching may be required</p>		
Conclusion 1 minute total	1 minute	<p>Review the key points of the presentation</p> <p>Hot liquid burns are prevented by:</p> <ol style="list-style-type: none"> 1. Turning pot handles to the rear of the stove. 2. Testing water and food temperatures, and cooling before consumption or use. 3. Always attending to a child or disabled person in a tub. 4. Avoiding holding or consuming hot liquids when holding or attending to an infant or child. <p align="center"><i>Never underestimate your worth and importance, take action to protect yourself!</i></p> <p align="center">Thank the audience for the pleasure of their attendance.</p> <p>Offer yourself or department as a resource.</p>	Verbal	Handouts or business cards

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LESSON PLAN SUMMARY

EVALUATING INSTRUCTOR: _____

LESSON TITLE: Proper Storage of Flammable Liquids and Gasoline

5 Min.

10 Min.

STUDENT INSTRUCTOR: _____

DATE: _____ TYPE OF LESSON:

Psychomotor

Cognitive

Affective

LESSON OBJECTIVE/S:

(Brief description of the primary objectives that will be met as a result of this class. Remember the A B C D or CBS format)

Given a lesson on proper labeling and storage of flammable liquids, attendees will be able to identify an OSHA-approved gasoline container, and list three precautions when storing flammable liquids.

LOCATION/TIME OF LESSON:

Sandquest Junior High School, 2491 North Lockwood Drive
Presentation at 7:30 p.m.

AUDIENCE DESCRIPTION:

Adult (homeowners)
Education ranges between high school and upper level college.
Skills N/A
Motivation two fatal fires involving improper gasoline storage.
Attitude is positive with curiosity.

AUDIO/VISUAL NEEDS:

Equipment	Films, Slides, OHTs, Tapes, etc.
Overhead projector Microphone and speakers Electrical extension Grounded plug adapter Extra overhead bulb	Overheads provided for lesson Handouts provided by fire department Easel pad and markers OSHA-approved gas can

INSTRUCTOR REFERENCES:

NFPA and OSHA resource materials on the storage of flammable liquids.
 National Administration materials on flammable liquid handling and storage.
 Local newspaper articles on flammable liquid-related fires and injuries.

PRESENTING EFFECTIVE PUBLIC EDUCATION PROGRAMS

STEPS	CLOCK TIME: MINUTES	MAIN POINTS	METHOD	A/V MATERIAL FACILITIES
Introduction	45 seconds	Identify yourself. You are glad to be here!	Verbal	
Motivation 2 minutes total	1.25 minutes	<p>Safety is an issue that is with us at all times.</p> <p>Recent flammable liquid fires have pointed out a need to store and handle these chemicals safely.</p> <p>Mention the recent fire that injured a father and his son while transporting gasoline for a lawnmower. Include the fire caused by a can of Pam Spray[®] exploding near the stove.</p>	Lecture and A/V OHTs of news headlines	Overhead projector Projector screen Electrical extension cord Plug adapter Microphone, cables, and speakers
Presentation 5 minutes total	1 minute		Have a show of hands	Overhead projector Projector screen
	3 minutes	<p>Basic rules when storing flammable liquids</p> <ol style="list-style-type: none"> 1. Store in manufacturer-approved containers. Spray cans and other such items will not allow the removal of the contents. <p>Mineral spirits, kerosene, benzene, and gasoline all are dangerous in varying degrees. They all must be stored in containers with the following characteristics.</p> <ul style="list-style-type: none"> • Containers should have a clearly marked standard approval for that chemical. This can be found either at the back or lower part of most flammable liquid containers. <p>What is good for turpentine is not appropriate for gasoline.</p> <ul style="list-style-type: none"> • Containers should be metal with no rust or dents; never use glass jars. <ol style="list-style-type: none"> 2. Label all containers indicating the contents. Be specific as to the chemical; avoid the term "paint thinner" as a generic for anything that dilutes oil-base paint. 3. Put containers of any flammable liquid in a safe, secure, fire-protected enclosure. <ul style="list-style-type: none"> • Safe = Away from the hands of children. • Secure = Sturdy shelving or storage area that will prevent chemicals from falling, tipping, or spilling. • Fire Protected = Stored in an area that is cool, away from possible ignition sources such as open flame, electrical energy, static electricity, and radiant heat from appliances, sun, furnaces, or chimneys. 	Use easel pad to record responses OHT with basic rules of storage Lecture and A/V and easel pad	Electrical extension cord Plug adapter Microphone, cables, and speakers Easel pad and markers

PRESENTING EFFECTIVE PUBLIC EDUCATION PROGRAMS

STEPS	CLOCK TIME: MINUTES	MAIN POINTS	METHOD	A/V MATERIAL FACILITIES
	1 minute	<p>Gasoline is not like any other flammable liquid used in the home. Its sole purpose is to explode!</p> <p>Gasoline should be stored in containers designed only for gasoline storage.</p> <p>Gasoline storage</p> <ol style="list-style-type: none"> 1. Store away from living spaces. Use a shed, garage or outbuilding - never in the actual home whether it be a basement, hallway, or closet. 2. Gasoline containers must be tightly capped with an approved cap device. Gasoline vapors are heavy and can be carried to distant ignition sources. 	Show picture or actual approved gas can	Microphone, cables, and speakers
Application and Evaluation 2 minutes total	1 minute	<p>Review the three steps to proper flammable liquid storage.</p> <p>Ask audience to define Safe, Secure, and Fire Safe as they relate to flammable liquid storage.</p>	Use easel pad to record responses	Microphone, cables, and speakers Papers/pencils easel pad and markers
	1 minute	<p>Ask the audience what the sole purpose of gasoline is.</p> <p>Ask the audience to help you list how gasoline should be stored:</p> <p>In what type of container?</p> <p>Where should the container be placed?</p> <p>What type of cap should the container have and why?</p>	Use easel pad to record responses	
Conclusion 1 minute total	1 minute	<p>Review the key points of the presentation</p> <ol style="list-style-type: none"> 1. Store flammable liquids in approved containers. 2. Label containers clearly. 3. Store containers in Safe, Secure, and Fire Protected areas or enclosures. <p>Gasoline is made only to explode; store it as you would dynamite, away from the house or living spaces, away from heat, and always in an approved can with an approved tight cap.</p> <p>Thank the audience for the pleasure of their attendance.</p> <p>Offer yourself or department as a resource.</p>	Verbal	Handouts or business cards

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LESSON PLAN SUMMARY

EVALUATING INSTRUCTOR: _____

LESSON TITLE: Highrise Escape Procedures 5 Min. 10 Min.

STUDENT INSTRUCTOR: _____

DATE: _____ TYPE OF LESSON: Psychomotor Cognitive Affective

LESSON OBJECTIVE/S:

(Brief description of the primary objectives that will be met as a result of this class. Remember the A B C D or CBS format)

Given a lesson on highrise escape procedures, attendees will list two ways out of their apartments and two procedures to use during the evacuation process.

LOCATION/TIME OF LESSON:

Multistory Heaven Apartments, 118 Contentment Way, Rainbow City
Presentation at 10:00 a.m.

AUDIENCE DESCRIPTION:

Elderly Adult residents
Education ranges between high school graduate and college.
Skills N/A
Motivation concern over recent highrise fire in the news.
Attitude is positive, with considerable anxiety.
 This audience has had two previous presentations:

- Fire Prevention in the Home
- Use of Fire Extinguishers

AUDIO/VISUAL NEEDS:

Equipment	Films, Slides, OHTs, Tapes, etc.
Overhead projector Microphone and speakers Electrical extension Grounded plug adapter Extra overhead bulb	Overheads provided for lesson Handouts provided by fire department Easel pad and markers

INSTRUCTOR REFERENCES:

NFPA materials on highrise safety, plan of the building from the fire prevention bureau and National Fire Academy materials on highrise evacuation procedures.

PRESENTING EFFECTIVE PUBLIC EDUCATION PROGRAMS

STEPS	CLOCK TIME: Minutes	MAIN POINTS	METHOD	A/V MATERIAL FACILITIES
Introduction	45 seconds	Identify yourself. You are glad to be here!	Verbal	
Motivation 2 minutes total	1.25 minutes	<p>Safety is an issue that is with us at all times. Recent highrise fires have pointed out a need to better prepare for escape.</p> <p>A plan and a practiced procedure are the two best ways for success. This program will offer a clear perspective on how fire escape procedures are every resident's responsibility.</p>	Lecture and A/V OHTs of news headlines	Overhead projector Projector screen Electrical extension cord Plug adapter Microphone, cables, and speakers
Presentation 5 minutes total	3 minutes	<p>Injuries are rarely the result of a lack of knowledge, but a lack of awareness regarding the possibility of injury.</p> <p>Planning for Fire Evacuation</p> <ol style="list-style-type: none"> Identify two ways out. The front door is the first. The kitchen is a second and the balcony is a third. The balcony is a last option path; rescue by a fire ladder is rare and extremely dangerous for both firefighters and residents. <p>Ask the attendees if they know of two ways out. This is a short, almost rhetorical, question.</p> <ol style="list-style-type: none"> Locate the nearest exit stairway down. Count the number of doors the exit is from your front door, and from the second exit path. <p>Ask the attendees if they know where the nearest exit stairway is. This is a short, almost rhetorical, question.</p> <ol style="list-style-type: none"> Locate the fire alarm. Is it on the way to exit stairway going down? Remember we always want to go down. Some movies have indicated actions to the contrary. Become familiar with the sound of the building fire alarm. Go to the escape exit whenever you hear the alarm. Avoid asking your neighbor if it is a real alarm; what makes your neighbor any more informed than you? <p>Ask the attendees why people always ask someone else and tend not to trust their own judgment. Stress the need for responsibility for oneself and family during initial evacuation.</p>	<p>Lecture and A/V and easel pad</p> <p>OHT with stages of escape procedure planning</p> <p>Have a show of hands</p> <p>Brief response is appropriate</p>	<p>Overhead projector Projector screen</p> <p>Electrical extension cord</p> <p>Plug adapter</p> <p>Microphone, cables, and speakers</p> <p>Easel pad and markers</p>

PRESENTING EFFECTIVE PUBLIC EDUCATION PROGRAMS

STEPS	CLOCK TIME: MINUTES	MAIN POINTS	METHOD	A/V MATERIAL FACILITIES
	2 minutes	<p>Special considerations:</p> <ul style="list-style-type: none"> • Feel the door going out to the hall with the back of your hand before exiting. If the door is hot, stay in the apartment. Lay wet towels at the base of the door. Go as far back in the apartment as possible. If possible, hang a sheet outside of a window or sliding door by jamming it in a window or sliding door. This will alert firefighters that you need help. • If the door is cool, open it slowly, get low below smoke, if there is any, and proceed quickly but cautiously to the nearest exit. Remember to count the doors to your exit; include your own door in the count. 		Microphone, cables, and speakers
Application and Evaluation 2 minutes total	1 minute	<p>Review the steps to plan for an escape</p> <p>Ask for the steps in order for planning an escape.</p> <p>Coaching may be required Write the steps on the easel pad</p>	Use easel pad to record responses	Microphone, cables, and speakers Papers/pencils easel pad and markers
	1 minute	<p>Review the steps to plan for an escape</p> <p>Ask for special considerations that may impede escape and special procedures to take.</p> <p>Coaching may be required Write the steps on the easel pad</p>	Use easel pad to record responses	
Conclusion 1 minute total	1 minute	<p>Review the key points of the presentation</p> <p>Escape procedures include:</p> <ol style="list-style-type: none"> 1. Know where the exits are; count doors. 2. Know what the fire alarm sounds like. 3. Take exiting action when fire alarm sounds; don't depend upon a neighbor to validate the alarm. <p>Remember to feel the door before opening it. If hot, stay put and signal for help.</p> <p>Never underestimate your worth and importance; take action to protect yourself!</p> <p>Thank the audience for the pleasure of their attendance.</p> <p>Offer yourself or department as a resource.</p>	Verbal	Handouts or business cards

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LESSON PLAN SUMMARY

EVALUATING INSTRUCTOR: _____

LESSON TITLE: Fire And Burn Safety In the Workplace (Warehouse) 5 MIN. 10 MIN.

STUDENT INSTRUCTOR: _____

DATE: _____ TYPE OF LESSON: Psychomotor Cognitive Affective

LESSON OBJECTIVE/S:

(Brief description of the primary objectives that will be met as a result of this class. Remember the A B C D or CBS format)

Given a lesson on general workplace safety appropriate to a warehouse environment, attendees will be able to list six devices or mechanisms in their immediate work environment that might create fire and burn injuries, and list an appropriate preventive safety action for two of the six injury mechanisms listed.

LOCATION/TIME OF LESSON:

Cafeteria/multipurpose room of Tetris Manufacturing Inc.
12001 N. 45th Ave, Centres Village. Presentation at 2:00 p.m.

AUDIENCE DESCRIPTION:

Adults in the warehouse environment.
Education ranges from high school graduate to two-year college degree.
Skills are warehouse, clerical, and lower management with no special information in safety or fire prevention.
Motivation to attend lesson due to required inservice training.
Attitude is positive with some apathy, no hostility.

AUDIO/VISUAL NEEDS:

Equipment	Films, Slides, OHTs, Tapes, etc.
Overhead projector Microphone and speakers Electrical extension Grounded plug adapter Extra overhead bulb	Overheads provided for lesson Handouts provided by the company Easel pad and markers

INSTRUCTOR REFERENCES:

The company safety manual, NFPA references, misc. manuals from local power company and fire department, and specialized equipment manuals.

PRESENTING EFFECTIVE PUBLIC EDUCATION PROGRAMS

STEPS	CLOCK TIME: Minutes	MAIN POINTS	METHOD	A/V MATERIAL FACILITIES
Introduction	45 seconds	Identify yourself. You are glad to be here!	Verbal	
Motivation 2 minutes total	1.25 minutes	<p>Safety is an issue that is with us at all times.</p> <p>Injuries are rarely the result of a lack of knowledge, but of a lack of concern.</p> <p>This presentation will alert you to major mechanisms of injury related to fire and burns.</p>	Lecture and A/V	Overhead projector Projector screen Electrical extension cord Plug adapter Microphone, cables, and speakers
Presentation 5 minutes total	3 minutes	<p>Safety is an issue that is with us at all times.</p> <p>Injuries are rarely the result of a lack of knowledge, but a lack of awareness regarding the possibility of injury.</p> <p>Fire and Burn Prevention Burns can result from mechanical friction, chemicals, flames, hot surfaces, or electricity.</p> <ul style="list-style-type: none"> • Friction heat from moving machinery parts such as belts, gears, rollers, chains, ropes, and cables can cause severe burns. • Cleaning, treatment, and specialty chemicals, whether dry or liquid, can cause minor to significant life-threatening burns through direct contact or inhalation. • Flames are a recognized mechanism for burns. Consider radiant heat, the heat you cannot see that is around the flame. Direct contact is not needed for significant burns. The shield around a flame may cause serious direct or radiant burns. • Hot surfaces include heat shields to the parts that have gotten hot from friction. These often offer no indication of danger. • Electrical burns may result from improper grounding, improper wiring that might result in overloads, shorts, or actual breaks in the lines. Electrical appliances, circuit panels, machinery controls, or other conducting surfaces are critical points for shock and resultant burns. 	<p>Lecture and A/V and easel pad</p> <p>Present information using overheads for stressing mechanism of injury.</p> <p>Use easel pad to stress safety points.</p> <p>During delivery have attendees list devices, procedures, or locations in the work- place that would present hazards related to each mechanism for burns.</p>	Overhead projector Projector screen Electrical extension cord Plug adapter Microphone, cables, and speakers Easel pad and markers
	2 minutes	<p>Preventive Actions:</p> <ul style="list-style-type: none"> • Be familiar with the work area; ask questions. • Observe safety boundaries and operating or handling requirements. • Wear appropriate/required safety equipment. Check all company procedures: those of the machinery being operated, and if applicable, the chemical or process being used. 		

PRESENTING EFFECTIVE PUBLIC EDUCATION PROGRAMS

STEPS	CLOCK TIME: Minutes	MAIN POINTS	METHOD	A/V MATERIAL FACILITIES
Presentation		<p>Gloves, face shields, goggles and protective clothing are essential for personal protection and injury prevention.</p> <ul style="list-style-type: none"> • Use the appropriate protective equipment for the task. Protective glasses, shields, and goggles do not offer the same levels of protection. This holds true for gloves and other protective devices. • The use of safety procedures is as essential to workplace safety as is the use of protective equipment. • If extension cords are used have the company electrician install them. • Drink coffee and other liquids away from electrical appliances. Take a break in the appropriate area. • If a repair or adjustment is required to an appliance, have the person designated and qualified to service the appliance called. <p>Your injury will not save time or money!</p>	<p>Lecture Easel pad</p> <p>Use easel pad to stress alternative safety behaviors from the lesson</p>	<p>Microphone, cables, and speakers</p> <p>Easel pad and markers</p>
Application and Evaluation 2 minutes total	1 minute	<p>Give the attendees one minute to list six pieces of equipment, chemicals, and/or procedures that might cause fire or burn injury in their work environment.</p> <p>Have them pick two of the six causal factors and identify one safety procedure for each of the two selected.</p>	Lecture	Microphone, cables, and speakers
	1 minute	Using the easel pad list six practices, procedures, and/or chemicals identified by attendees. List one matching safety measure for each of the six.	Use easel pad to record responses	Papers/pencils Easel pad and markers
Conclusion 1 minute total	1 minute	<p>Review the key points of the presentation.</p> <p>Fire and burn prevention is a combination of:</p> <ol style="list-style-type: none"> 1. Knowing required safety procedures. 2. Using the required safety procedure. 3. Wearing the required safety equipment. <p>Never underestimate your worth and importance; take action to protect yourself!</p> <p>Thank the audience for the pleasure of their attendance.</p> <p>Offer yourself or department as a resource.</p> <p>Direct attendees to a table or monitors who have handouts or resource materials.</p>	Verbal	Handouts or business cards

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LESSON PLAN FORM

TARGET AUDIENCE: Adults

LESSON TITLE: Smoke Detector Operation and Maintenance

APPROXIMATE TIME REQUIRED: Ten minutes

OBJECTIVE(S): To present the need for smoke detectors, the various types available and the proper placement and maintenance of the smoke detector.

MATERIALS:

Battery-operated smoke detector
Hard-wired smoke detector

ASSIGNMENTS:

**CLOCK
TIME**

MAIN POINTS

**METHODS
MEDIA, NOTES**

2 minutes

Introduce yourself and other fire service personnel who may be present. Then give a brief overview of what you are about to cover.

Notes to the Instructor:

Give adults some background on fires in the United States, especially in residential occupancies. Talk about the need for smoke detectors that are properly maintained. For example:

3 minutes

In the United States every year, over 500,000 residential fires occur: that is approximately one per minute. Six thousand Americans die from fire every year. Contrary to popular belief, the smell of smoke may not wake a sleeping person. Poisonous gases from smoke can numb the senses quickly. We need to install smoke detectors to alert us in the event of a fire. But more importantly, we need to make sure they are working.

3 minutes

Talk about the proper placement of smoke detectors in the home and mention that they can be either battery operated or hard wired. Talk about the importance of having both. It is not necessary to get into the technicalities of ionization or photoelectric.

CLOCK TIME	MAIN POINTS	METHODS MEDIA, NOTES
2 minutes	<p>Pass around the hard-wired detector so all can see it and open up the battery-operated one to show where to put the battery. Have class press the test button and talk about proper maintenance:</p> <p>Test your smoke detector monthly. Clean your smoke detector monthly (dust or vacuum it). Change the battery twice a year (Change your clock; change your battery).</p> <p>Ask the class if there are any questions. Then give a quick review of what you covered:</p>	

LESSON PLAN FORM

TARGET AUDIENCE: Children--Ages 13-17 Years

LESSON TITLE: Driving while Impaired--DWI Prevention

APPROXIMATE TIME REQUIRED: Ten minutes

OBJECTIVE(S): To teach teenagers about the dangers of drinking and driving.

MATERIALS:

ASSIGNMENTS:

Factsheets

CLOCK TIME	MAIN POINTS	METHODS MEDIA, NOTES
2 minutes	<p>Introduce yourself and other fire service personnel who may be present. Then, give a brief overview of what you are about to cover.</p> <p>Notes to the Instructor:</p> <p>There is a good deal of information available on alcohol and on driving while impaired. Get current statistics from the following sources: National Institute on Alcohol Abuse and Alcoholism, National Highway Traffic Safety Administration, National Association of State Alcohol and Drug Abuse Directors, MADD, SADD, etc.</p>	
3 minutes	<p>Discuss the facts on alcohol and traffic fatalities. There are many myths about drinking that you can refute, such as:</p> <ul style="list-style-type: none">• a can of beer is less intoxicating than a shot of whiskey;• black coffee will sober you up;• if you drink milk first, you won't get drunk;• alcohol is a stimulant.	

CLOCK TIME	MAIN POINTS	METHODS MEDIA, NOTES
3 minutes	<p>You might wish to give personal testimony if you have been on the scene of traffic accidents involving drinking drivers. High school students are interested in seeing slides of real life incidents or demonstrations of extrication's. The denial syndrome of "It can't happen to me" needs to be addressed. Also alternatives to drinking can be outlined:</p> <ul style="list-style-type: none">• Abstain from drinking if you plan to drive.• Have a designated driver.• Call a cab.• Take the car keys away from your friend if he/she has been drinking and wants to drive.• Just say "No."	
2 minutes	<p>Ask the students if there are any questions. Then give a quick review of what you covered.</p>	

FACTS

NATIONAL ALCOHOL-IMPAIRED DRIVING STATISTICS

The Alcohol-Impaired Driving Problem

1. More than half of all Americans will be involved in an alcohol-related traffic accident in their lifetime.
2. Over the last 10 years, 250,000 Americans lost their lives in alcohol-related traffic accidents. This is 25,000 deaths each year; 500 every week; 71 every day; 1 every 20 minutes.
3. Approximately 540,000 people are injured each year in alcohol-related crashes; about 52,000 of them seriously.
4. Between 50 percent and 55 percent of all fatal accidents involve a drinking driver or pedestrian; between 45 percent and 50 percent of all fatally injured drivers were legally intoxicated in most states.
5. Americans between the ages of 5 and 34 are more likely to be killed in a traffic accident than any other single cause; alcohol is involved in at least half of these fatal crashes.
6. In 1982, over 70 percent of fatally injured drivers of light trucks and vans had been drinking; 62 percent of these drivers were at legally intoxicated levels.
7. Alcohol-involved drivers use seat belts at half the rate of sober drivers. In crashes, this increases the chances of the alcohol-involved driver being seriously injured or killed.
8. The fatally injured victims of alcohol-involved crashes include the following: 52 percent of the victims are the alcohol-involved drivers themselves; 11 percent are drinking pedestrians; 20 percent are passengers in the drinking driver's vehicle; and the remaining 17 percent are passengers, drivers, or pedestrians not in the drinking driver's vehicle.

Is the problem changing?

9. The proportion of fatally injured drivers found to be intoxicated (their blood alcohol content (BAC) was .10 percent or greater) has dropped. The percentages were 50 percent in 1980; 48 percent in 1982; 46 percent in 1983; and 43 percent in 1984 according to states statistics.

10. In 1982, 39 percent of all the **alcohol-involved** fatally injured drivers were at BACs that were twice the legal limit (the legal limit is .10 percent in most states)--certainly indicative of problem drinking. In 1983, that figure has dropped to 37 percent according to states with more complete alcohol testing.

Alcohol-Impaired Driving and Young People

11. Although 16-24 year olds comprise only 20 percent of the licensed drivers in this country and account for less than 20 percent of the total vehicle miles traveled, they are involved in 42 percent of all fatal alcohol-related crashes.
12. Drivers between 16 and 24 have twice as many fatal crashes per mile driven as older drivers. When alcohol is involved, the fatal crash rate of young driver is **three** times greater than that of older drivers.
13. Approximately 9,000 people between 15 and 24 years old were killed in alcohol-related traffic crashes in 1984, and an additional 220,000 were injured.

Teenagers

14. Almost 60 percent of the fatally-injured teenage drivers (aged 15-19) were drinking prior to their crash. Forty-three percent were legally intoxicated, according to the laws of most states.
15. Although teenage drivers drove less than 6 percent of the vehicle miles traveled in the U.S. in 1982, they accounted for almost 15 percent of the alcohol-related fatal crashes.
16. The leading cause of death for teenagers (15-19) is motor vehicle accidents, accounting for 45 percent of their deaths. The next leading cause, accidents of other types (falls, drowning etc.), accounts for 13 percent of their deaths. Alcohol is involved in at least half of the motor vehicle accidents are the **leading** cause of death for teenagers (about 23 percent of their deaths).

Enforcement and Social Aspects

17. Beer accounts for half of all the alcohol consumed in this country.
18. Between 7 p.m. and 3 a.m. on weekends, in some parts of the country, 10 percent of all drivers are legally impaired or drunk.
19. The average BAC of arrested drunk drivers is .20 percent; the average BAC of alcohol-involved fatally injured drivers is .16 percent. This is roughly 12-15 drinks of 86 proof liquor or 9-11 cans of beer in four hours for a 180 pound man.

20. When the police indicate alcohol involvement at the scene of a fatal crash and the driver is subsequently tested for alcohol, 95 percent of the time the driver has a positive BAC. Thus, the police observations are usually correct. In fact, 80 percent of the police-designated alcohol-involved drivers are later found to be legally intoxicated (BAC \geq .10 percent).
21. During the period between midnight and 4 a.m. on any night of the week, between 75 percent and 90 percent of all fatally injured drivers had been drinking prior to the crash.
22. Of all the surviving intoxicated drivers in fatal crashes (i.e., those who were tested and found to have a BAC .10 percent or greater), only 50 percent were actually cited for driving while intoxicated (DWI) or driving under the influence of liquor (DUIL). Five percent of these intoxicated drivers were cited for vehicular homicide or involuntary manslaughter, while 20 percent were only cited for speeding, reckless driving, or some lesser infraction. Fifteen percent were not charged with any violation, and in the remaining 10 percent it was unknown if the driver was charged with any violation.

Source: "Together We Can Help Prevent Alcohol-Impaired Driving."

Sponsored by: National Institute on Alcohol Abuse and Alcoholism; National Highway Traffic Safety Administration in corporation with: National Association of State Alcohol and Drug Abuse Directors; National Association of Governors' Highway Safety Representatives.

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LESSON PLAN FORM

TARGET AUDIENCE: Adults

LESSON TITLE: Kitchen Safety

APPROXIMATE TIME REQUIRED: Ten minutes

OBJECTIVE(S): To teach adults ways to prevent kitchen fires and burns and ways to be safe in the kitchen.

MATERIALS:

Pots with handles and lids
Small ABC fire extinguisher
Baking soda

ASSIGNMENTS:

CLOCK TIME	MAIN POINTS	METHODS MEDIA, NOTES
2 minutes	<p>Introduce yourself and other fire service personnel who may be present. Then, give a brief overview of what you are about to cover.</p> <p>Notes to the Instructor:</p> <p>Many of our residential fires start in the kitchen. Often someone is cooking and leaves grease or something on the stove unattended. Pot covers may not be accessible. Make your audience aware of the various causes of kitchen fires.</p>	
3 minutes	<p>Discuss common kitchen fire hazards and ways to correct them:</p> <ul style="list-style-type: none">• Always turn off the stove if you have to leave the kitchen.• Always have pot covers nearby when cooking.• Always turn pot handles in when cooking.• Store items properly. Ovens are not meant for storage.• When cooking, always wear clothing with tight fitting sleeves.	

CLOCK TIME	MAIN POINTS	METHODS MEDIA, NOTES
	<ul style="list-style-type: none">• Keep oven mitts and pot holders nearby.• Set your hot water heater at 120°F.• Use nonskid rugs on the floor.• Keep a properly maintained fire extinguisher nearby and know how to use it.• Keep baking soda nearby; it can smother a fire.	
3 minutes	<p>You might want to demonstrate keeping pot handles turned in and covers nearby to smother a fire. You can also use the baking soda you brought to explain how a common household item can be used to smother a fire if no cover is nearby. Mention microwaves and the need to be careful with foods with liquid inside, or when using plastic wrap. Burns from items cooked in a microwave are common. If you have time briefly demonstrate the fire extinguisher and PASS: Pull, Aim, Squeeze, Sweep system. Remind students that they need to be really comfortable and familiar with an extinguisher before using it. Also, 9-1-1 should have been called, and the fire small enough to attempt extinguishment. Mention electrical safety and to inspect appliances for frayed cords and to have them repaired.</p>	
2 minutes	<p>Ask the adults if there are any questions. Then give a quick review of what you covered.</p>	

LESSON PLAN FORM

TARGET AUDIENCE: Children--Ages 3-7 years

LESSON TITLE: Stop, Drop, and Roll

APPROXIMATE TIME REQUIRED: Ten minutes

OBJECTIVE(S): To teach what to do if their clothes catch on fire.

MATERIALS:

Red construction paper
Tape

ASSIGNMENTS:

Cut out paper flames
Stick tape on the backs of the flames

**CLOCK
TIME**

MAIN POINTS

**METHODS
MEDIA, NOTES**

2 minutes

Introduce yourself and other fire service personnel who may be present. Then, give a brief overview of what you are about to cover.

Notes to the Instructor:

The first fire safety priority for young children is to know the technique and idea behind Stop, Drop, and Roll if their clothing catches on fire. The children should be able to demonstrate this activity in a role play.

Heat and flame rise, so that when a child is standing up, flames go straight into the face, nose, and mouth. This is aggravated as the child runs and fans the flame. So the first requirement is to stop, fall to the ground, cover your face with your hands, and roll over and over. When the child drops and becomes horizontal, the heat and flames still go up, but away from the sensitive areas. Rolling smothers the fire to extinguish it.

3 minutes

Discuss the children's clothing. Did you know that everything we have on will burn? How could your clothing catch on fire (e.g., stove, matches, etc.)? Here's a good time to interject that boys and girls should never play with matches or lighters and, if they did find them, they should give them to their parents or an adult.

CLOCK TIME	MAIN POINTS	METHODS MEDIA, NOTES
	<p>If your clothing catches fire, you should Stop! Drop! and Roll! Actually demonstrate for the children. (Be sure to cover your face with your hands.)</p>	
	<p>To reinforce this procedures, do a hand play with the kids. Make it a game:</p>	
	<p>Stop Drop Roll</p>	
	<p>Then have the kids practice with you.</p>	
<p>3 minutes</p>	<p>You might want to make paper flames out of red construction paper ahead of time. Place the "flame" on the child's clothes so that when the child rolls, the flame will fall off. Have the children practice the activity.</p>	
<p>2 minutes</p>	<p>Ask the children if there are any questions. Then give a quick review of what you covered:</p>	
	<ul style="list-style-type: none">• What do you do if your clothes catch on fire? Stop, Drop, and Roll.	

Name _____

Milestone Activity 7

Individual Presentations and Presentation Evaluations

To allow you an opportunity to use presentation techniques and receive constructive comments from peers and the instructors, and to ensure that information from previous units is used in the preparation of presentations.

Instructor Signature

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Milestone Activity 7

Individual Presentations and Presentation Evaluations

Purpose

To allow you an opportunity to use presentation techniques and receive constructive comments from peers and the instructors, and to ensure that information from previous units is used in the preparation of presentations.

1. To use content from all units to develop a presentation or select an appropriate predesigned lesson plan.
2. To allow you an opportunity to prepare for an actual presentation

Directions

Each student will make a 10-minute presentation appropriate for a target audience and problem he/she has identified appropriate to his/her community. The presentation will be evaluated using an instrument provided for presentation evaluation. Criteria for successful presentation include the following:

1. Complete your presentation within the 10-minute time limit.
2. Communicate clearly (verbal and nonverbal).
3. Include a presentation introduction and conclusion.
4. Clarify content points.
5. Maintain eye contact with audience.
6. Respond to the audience.
7. Clearly state purpose.
8. Choose appropriate techniques and vocabulary for the audience.

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Student Name: _____

Date: _____

Score: _____

Safety Presentation – 20 points

(Milestone Activity 7)

Presentation Scoring Plan

Student Presenter Name _____

Three Points Each

1. Safety messages evident and clear.

- _____ Evident and well addressed (3 points)
- _____ Stated, not explained (2 points)
- _____ Very cursory, not emphasized (1 point)

Comments: _____

2. Communicated clearly (verbal and nonverbal).

- _____ Excellent verbal and nonverbal (3 points)
- _____ Good, improvement in verbal or nonverbal (2 points)
- _____ Significant improvement needed (1 point)

Comments: _____

3. Included a presentation introduction and conclusion.

_____ Evident and thorough in both (3 points)

_____ Good but rushed/or short (2 points)

_____ Some but not articulated (1 point)

Comments: _____

4. Planned interaction with the target audience.

_____ Evident with formal activity or question (3 points)

_____ Some, maybe better assurance of understanding (2 points)

_____ Minimal, could be spontaneous (1 point)

Comments: _____

5. Clearly stated purpose.

_____ Evident, well covered (3 points)

_____ Some, more clarity needed (2 points)

_____ Minimal or none (1 point)

Comments: _____

6. Chose appropriate techniques and vocabulary for the target audience.

_____ Very appropriate for target audience (3 points)

_____ Ok, some deviations noted (2 points)

_____ Overall improvement needed (1 point)

Comments: _____

Two Points

Worked within timeframe of presentation.

_____ Very evident (2 points)

_____ Outside timeframe (1 point)

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