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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Safety |
| **Course Name** | Firefighter 1 |
| **Lesson/Unit Title** | Fire Service Mission and Regulations |
| **TEKS Student Expectations** | **130.334. (c) Knowledge and Skills**  (3) The student executes safety procedures and protocols associated with fire management services.  (A) The student is expected to apply local, state, and federal regulations pertaining to safety issues  (C) The student is expected to practice personal safety procedures  (16) The student recognizes all aspects of the fire department organization.  (C) The student is expected to analyze the rules and regulations common to most fire departments  (D) The student is expected to identify the mission of the fire service and of the local fire department according to the authority having jurisdiction  (E) The student is expected to describe the function of a standard operating system and the responsibilities of a firefighter relating to compliance with the provisions of occupational safety and health programs |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   1. Analyze the rules and regulations common to most fire departments 2. Identify the mission of the fire service and the local fire department according to the authority that has jurisdiction |
| **Rationale** | Universally, the mission of the fire service is to save lives and property. Included in this mission is the responsibility of the fire service to protect, as best it can, the men and women of the fire service who respond to emergency incidents. Risk management includes operating and practicing the use of standard tactical priorities commonly used by most departments. Those priorities in order are life safety, incident stabilization, and property conservation. Because the fire service’s responsibilities to the public are ever-changing, while mitigating all types of emergencies, it is important that the fire service mission be understood and practiced. |
| **Duration of Lesson** | 2 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Fire Service and Mission Exam and Key * Discussion Rubric * Presentation Rubric * Research Rubric * Writing Rubric * Fire Service Mission Statement Handout * Copies of local fire department SOP’s pertaining to department rules and procedures (ask for a hard copy or a link from the local jurisdiction if available) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Engage the students in a discussion about the mission of the fire service, “To Save Lives and Property” (refer to your local jurisdiction website as a resource), and the fire service’s tactical priorities.  Use the following questions and suggestions for the discussion. Use the Discussion Rubric for assessment.   * What functions or jobs performed by firefighters support the common mission statement of the fire service? * What other public service organizations or professions would you expect to have similar mission statements? * Within the scope of “Saving Lives and Property,” when do you feel it is appropriate and justified for a firefighter to risk his or her life, and when is it not?   *Note:* Emphasize life safety, including that of fire service personnel and itsobligation to serve the public under ethical and moral standards. To communicate the fire service mission to the public is critical to the success of local fire service agencies. Relate fire service’s responsibility to the common rules and regulations established by most jurisdictions that guide personnel in those efforts. Emphasize an understanding of the needs for regulations, policies, and procedures that make the fire service efficient and responsible to the public’s needs. |
| **Direct Instruction \*** | I. Rules and Regulations   * 1. Common in the fire service; can be used for administrative purposes as well as emergency scenes   2. Generally categorized as a policy or a procedure      1. Policies         1. An organization’s guide for decision making         2. Originate at the top of an organization         3. Set boundaries and expectations relative to specific situations      2. Procedures         1. Closely associated with policies         2. Communicated in written form         3. Outlined step-by-step; aid in carrying out organizational policies      3. Policies and procedures are implemented through orders and directives, either of which may be written or verbal         1. Orders are based on policies and/or procedures, and compliance is required         2. Directives are not based on policies and procedures, and may come in the form of a suggestion or a request, but they are expected to be followed, particularly in an emergency response situation  1. Standard Operating Procedures (SOP’s)    1. Rules or plans that fire department members are expected to use to complete a routine task or respond to a specific situation       1. May also be called Standard Operating Guidelines (SOG’s) or General Operating Guidelines (GOG’s)       2. Provide a standard response that is based on an Incident Action Plan (IAP)       3. Commonly written in a handbook of local policies and procedures with which each department member should be familiar       4. Established with the fire service mission and fire-ground tactical priorities in mind; the tactical priorities (in order) are          1. Life-safety          2. Incident stabilization          3. Property conservation       5. Safety is *always* the priority when writing SOP’s          1. They reduce confusion at the fire scene          2. They reduce duplication of effort          3. They help to establish and maintain coordination among fire crews    2. Many fire organizations carry out personnel and administrative functions using SOP’s. These may include but are not limited to regulations on       1. Dress       2. Conduct       3. Vacation and sick leave       4. Station assignment       5. Part-time employment       6. Vehicle use       7. Travel       8. Purchasing       9. Emergency response       10. Medical protocols 2. Rules and Procedures Manuals common to most Authority Having Jurisdiction (AHJ’s)    1. Inspection Manual – includes inspection forms and procedures for line company firefighters and fire marshal personnel to use when inspecting businesses and residences in the AHJ    2. Administrative Procedures Manual – a reference for policies, procedures, regulations, and information issued and developed by the fire department administration to provide a uniformed approach to its management policy (for example, https://safety.uncg.edu/pdfs/safety\_manual/section0170.pdf)    3. Equipment Operations Manual – a reference for vehicle equipment maintenance as well as other equipment and tools used in the fire service such as hose, Self-Contained Breathing Apparatus (SCBA), and communications equipment    4. Fire Operations Manual – a reference for fire operation rules and fire company evaluations. It may also reference but is not limited to referencing mutual aid response, haz-mat operations, and general response rules established by the AHJ    5. Safety Manual – a reference for AHJ safety regulations, emergency vehicle accident prevention, and infection control procedures and policies; it also establishes a department safety committee and safety officer    6. Station Operations Manual – a reference for station energy conservation measures, station chain of command, cold and hot weather procedures, and station management in general    7. Rules and Regulations Manual – a reference for, but not limited to, personnel rules and regulations, discipline, grooming and dress, ethics policies, and alcohol or drug policies    8. Medical Procedures Manual – a reference for medical protocols of the local jurisdiction; establishes continuing education credits and mandates within the AHJ   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Have each student write a mission statement for a fire department that includes the types of services the department will deliver, and to whom those services will be delivered. Use the Fire Service Mission Statement Handout for the activity and use the Writing Rubric for assessment.  Students will interview three firefighters and ask each to: 1 Share their  understanding of risk management in the fire service and 2) identify a circumstance in which they believe risking a firefighter’s life is not justified. Students must then choose one of those three circumstances and explain whether they agree with the firefighter or not. Use the Writing Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Fire Service and Mission Exam and Key * Discussion Rubric * Presentation Rubric * Research Rubric * Writing Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  **Accommodations for Learning Differences:**  For reinforcement, students will interview three firefighters and ask each to 1) share their understanding of risk management in the fire service and 2) identify a circumstance in which they believe risking a firefighter’s life is not justified. Students must then choose one of those three circumstances and give an explanation of whether they agree with the firefighter or not. Use the Writing Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | 0135151112, *Essentials of Firefighting* (5th Edition)**,** International Fire Service Training Association (IFSTA), 2008  1418073245, *Firefighter’s Handbook: Essentials of Firefighting* (3rd Edition), Delmar Cengage Learning, 2008 |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English/Language Arts Standards   1. Writing   A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.  1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.  2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, students will research one of the 343 firefighter deaths at the World Trade Center on 9-11 and decide if their research aligns with the fire service mission of “Saving Lives and Property.” The students will present their findings to the class. Use the Research Rubric and the Presentation Rubric as needed for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)