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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, & Security |
| **Course Name** | Firefighter 1 |
| **Lesson/Unit Title** | Fire Technology Education and the Firefighter Selection Process |
| **TEKS Student Expectations** | **130.334. (c) Knowledge and Skills**(2) The student uses communication skills as related to fire management.(A) The student is expected to demonstrate the use of speech and written communication platforms common to fire management services(4) The student comprehends the steps to develop an institutional professional growth plan to develop team building and leadership skills common for fire management systems.(A) The student is expected to recognize techniques for functioning within a group environment (B) The student is expected to demonstrate model leadership within fire management(9) The student comprehends the fire extinguishment theory.(A) The student is expected to identify aspects of the fire department organization(B) The student is expected to explain the firefighter’s role as a member of the fire department |
| **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. Explain the differences between a firefighter certification program, an associate’s degree, and a bachelor’s degree in fire technology, and the advantages of each.
2. Assess their potential for employment in the fire service.
3. Identify each step in the selection process and its purpose.
4. List ways to prepare for the selection process.
5. Explain the purpose of a probationary period.
6. Identify the career opportunities in fire protection service.
7. Explain the duties and responsibilities of firefighters and other related fire protection service careers.
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| **Rationale** | The process of preparing for a career in the fire service begins by recognizing the high level of competition for jobs in the fire service. It is imperative that candidates be well prepared for each step of the selection process to give them the best chance of employment. |
| **Duration of Lesson** | 6 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * + - Internet access
		- College and career planning guides (career cruising)
		- Firefighter professional journals and magazines
		- Computer-based presentation software
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Discuss with students what they think the minimum job requirements are and why. Review local or area job announcements and the local education standard and selection process, and compare them with what is common nationally. Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | Use the Outline to teach students the process of preparing for a career in the fire service. Have students take notes. Encourage student discussion.1. College Fire Technology Programs
	1. Certification Programs
		1. Students earn a certification without completing all the requirements of a degree.
		2. Requires the completion of a prescribed number of accredited core courses and additional courses in general education
	2. Associate’s Degree Programs
		1. Additional general education hours required. Some may be transferable to a four-year institution; others will not.
		2. Schools may differ in their requirements. Research College catalogs to plan an individual course of study.
	3. Bachelor’s Degree Programs in Fire-Related Fields
		1. California State University at Los Angeles
			1. Fire Protection Administration
		2. Oklahoma State University

 a) Fire Protection and Safety Technology* + 1. University of Maryland
			1. Fire Protection Engineering
		2. Federal Emergency Management Agency (FEMA)
			1. Independent studies in fire administration and fire prevention technology
	1. Distance Learning Programs
		1. Northwood University Michigan
			1. Fire Service Management
		2. International Association of Fire Fighters
			1. Virtual Academy
		3. National Fire Academy
			1. 13 upper-level courses added to accredited baccalaureate degree programs
			2. Fire and Emergency Services Higher Education (FESHE) Professional Development for the Fire Service
				1. Core Curriculum

Building Construction for the Fire ServiceFire Behavior and CombustionFire PreventionFire Protection Hydraulics and Water SupplyFire Protection SystemsPrinciples of Emergency Services* + - * 1. Non-Core Curriculum

Fire Administration IOccupational Safety and HealthLegal Aspects of the Emergency ServicesHazardous Materials ChemistryStrategy and TacticsFire Investigation IFire Investigation II* 1. Other College Programs
		1. Public Administration
			1. Public Administration background vital for fire executives
		2. Risk Management
		3. Industrial Hygiene
		4. Law
		5. Emergency Medicine
		6. Chemistry

II. Career Potential Assessment* 1. Morality and Ethical Character
		1. Behavior reflects the fire service
		2. Save lives and property without seeking recognition
	2. Professionalism and Competence
		1. Must perform the preparation before you can effectively perform the job
		2. Long hours of drill and study
		3. Good interpersonal dynamics and compassion for others
	3. Ability to Perform as a Team Member?
		1. Give up personal desires for the benefit of the team
		2. All must work until the task is done
	4. Commitment to Physical Fitness
		1. Cardiac health
		2. Physically demanding profession
	5. Community Involvement
		1. Community programs
		2. Muscular Dystrophy Association

III. Work Ethics and Human Relations* 1. Hard Work, Long Hours
		1. 24-hour shifts
		2. Station and vehicle maintenance
		3. Training
	2. Loyalty
		1. Standing with your crew in good and bad times
		2. Work through problems/second family
	3. Dedication
		1. Apply yourself; learn all aspects of the job
		2. Strive to become better in all aspects of your job
		3. Accept inherent hardships of the job
		4. Follow orders when necessary; lead when necessary
	4. Ability and Willingness to Learn
		1. Fire suppression and fire prevention techniques are dynamic and ever-changing
		2. Expanding roles in the community: medical response, HAZMAT response, and community service
	5. Safety Attitude
		1. Avoid serious injury
		2. Safe practices at the station and emergency scene
	6. Accept Diversity
		1. Women, men, minorities
		2. Affirmative action
		3. Discrimination in the fire service is prohibited except where age, sex, or physical requirements affect a bona fide occupational requirement
	7. Harassment
		1. Not tolerated
		2. Sensitivity to all groups required
		3. Serve people of all backgrounds
		4. Treat customers with dignity and respect

IV. Training Programs1. Preservice Training Program
	* 1. Explorers
		2. Volunteer firefighting
		3. Reserve/cadet programs
		4. High school magnet programs
	1. In-service Training Programs
		1. Fire academy training
		2. State and local training associations
		3. State Fire Marshal’s Office
		4. Colleges
		5. National Fire Academy
		6. Fire Service Career Ladder

V. Personnel Development Programs* 1. Training for positions higher than currently held
		1. Each student is assigned a mentor
		2. Study as generalists and specialists

VI. Selection Process1. Recruitment
	1. Looking for the most qualified applicants
	2. Prerequisites for employment:
		1. Driver’s license
		2. High school diploma or GED
		3. Firefighter and/or Paramedic certification
2. Application Process
	1. Job announcement
	2. Limited number of applications; must be picked up in person and returned typed
	3. Limited advertising
	4. Non-smoking policy
	5. Residency requirement
	6. Resume may be required
3. Written Examination
	1. Tests mechanical aptitude
	2. Skills testing
		1. Simulates real-life occurrences likely to be encountered during employment; the mental ability to deal with situations is evaluated
		2. Evaluation of response to a written procedure, videotape, or audio tape.
4. Oral Examination/Interview
	1. Interview with oral panel representing:
		1. Personnel department
		2. Fire Department
	2. Evaluates
		1. Education
		2. Work experience
		3. Personal Attributes
	3. Punctuality and appearance is important
	4. The oral interview is usually the final step for placement on the list of certified, eligible candidates
5. Physical Ability/Agility
	1. Judges a candidate’s overall physical conditioning and ability to perform firefighting-related tasks
	2. Time consuming and expensive and only a select number of top-performing candidates are asked to participate (preparation is very important)
	3. Current industry standard- Candidates Physical Ability Test (CPAT)
6. Combat Challenge
	1. Developed by ARA/Human Factors, Inc.
	2. National contest that has been reported and covered by national television
	3. Challenge consists of participants in full turn-out gear completing the following tasks:
		1. Hose pack carry to the 5th floor
		2. Hose pack hoist, hand over hand, to the 5th floor
		3. Drive steel I-beam 5 feet using a 9-lb. sledge hammer
		4. Advance 1 ½ inch charged hose line 75 feet and open the nozzle
		5. Drag a 175-pound dummy 100 feet
7. Work Capacity Test for Wildland Firefighters
	1. Tests a wildland firefighter’s fitness level
	2. Firefighters are required to carry a 45-pound pack a distance of 3 miles in 45 minutes or less (pace of 4 miles per hour)
	3. Additional time given when tested at elevations above 4000 feet
8. Background Investigation
	1. Comprehensive check of prospective employee’s background
	2. May include a review of the written application for errors and omissions
	3. Personal information check
	4. Fingerprint check
	5. Polygraph examination
	6. Personal information component can be as long as 30 pages
	7. Subjective questions, and not all responses are weighted the same
9. Final Interview
	1. The last interview is usually with the Fire Chief or his designee
	2. Conducted similarly to the oral interview
	3. Takes place when your name appears at, or near, the top of the eligible list (usually the top 3 to 5 names on the list)
	4. The interviewers on this panel can change your ranking among the applicants they are interviewing
	5. This interview could make the difference between getting the job or not

Conducted1. Medical Examination
	1. Given after the final interview, and prior to employment being offered to the candidate
	2. Must be in good general physical condition and free from disease or defects that would adversely affect your ability to do the job of firefighter
	3. Applicants who fail to pass the medical examination are removed from the eligible list
2. Probationary Period
	1. Last step in the selection process
	2. Academy program can be considered part of the probationary period
	3. Probationary periods may last as long as 12 months
	4. Probationary firefighters are expected to learn departmental policies and procedures, station territory, and hydrant locations
	5. Probationary firefighters are not fully protected by the civil service commission
	6. Probationary firefighters may be removed from employment if they are unable to perform their duties to expected standards
3. Goal Setting
	1. Clearly define goals
	2. Goals should be **SMART**
		1. **S**imple.
		2. **M**easurable
		3. **A**ccountable
		4. **R**ealistic
		5. **T**imely
	3. Goals are accomplished in 3 steps:
		1. Visualize your goals
		2. Define your goals, and write them down
		3. Take the actions required to achieve them

*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 \*** | * Conduct practice job interviews. Use the Interview 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 |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Have the students research one of the following topics: local fire service agencies selection criteria, national standards on selection, or the Candidates Physical Ability Test preparation fitness program. Then have them present their results to the class using computer-based presentation software. Use the Presentation Rubric for assessment.
* Practice filling out fire service job applications

*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 Technology Education and Firefighter Selection Process Quiz and Key
* Application Rubric
* Discussion Rubric
* Interview Rubric
* Presentation 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 participate in peer teaching (mentoring) and team learning; participate in guided research and note-taking using assigned research sites; keep journals with key words and definitions. |
| **References/Resources/****Teacher Preparation** | 1418001775, *Introduction to Fire Protection* (3rd Edition)*,* Klinoff, Robert |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | College and Career Readiness StandardsEnglish Language Arts1. Speaking

B. Develop effective speaking styles for both group and one-on-one situations.* + 1. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.
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| **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 reinforcement, students will participate in peer teaching (mentoring) and team learning; participate in guided research and note-taking using assigned research sites; keep journals with key words and definitions.For enrichment, students will compare and contrast fire department employment requirements and standards. |
| **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)