

CH 01-04 Instructor Module 1A/1B Lesson Plan

Instructor(s)

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CH 1 Objectives

1. Describe the characteristics of an effective instructor.
2. Describe the duties and responsibilities of an Instructor I.
3. Describe laws, regulations, and standards applicable to an Instructor.

Activity 1 Whole Group Discussion – What are the characteristics of an Effective Instructor? (45 minutes)

- Video:
 - o <https://www.youtube.com/watch?v=rhgwIhB58PA>
- Possible Prompting Questions:
 - o What are some traditional preconceptions we have about types of learners?
 - o During his unscientific test, what were examples of strategies his subjects used to remember the pictures?
 - o Are learning styles a preference or are they an integral part of who we are?
 - o What is the scientific basis for VARK?
 - o Do you think it's common in education to have models presented that aren't based in sound scientific learning methods?
 - o Knowing what you know today, what are some strategies to help learners better understand the MEANING behind the presentations?
 - o What are some strategies that YOU could use to better understand the meaning behind the concepts in this class?
 - o How does problem solving relate to how we can aid our students in learning the presented material?

Activity 2 Group Project – Duties, Responsibilities and Regulation. (20m development, 20m presenting – 45m total)

- Group size: 4 groups (4 printout cards included at end of this LP)
- Instructions: In a moment you will be broken up into 4 groups. Each group will send someone to get their task assignment card. You will quickly put together a training or a presentation to cover the material. You have specific requirements for the presentation on the card.
- You can decide as a group which members will present the material and how they will present it.

CH 2 Objectives

1. Review established principles of learning.
2. Relate past personal experiences as a student to the principles of learning.

Activity 1 – Individual Review, Results shared with the class.

- Individuals will take one of the slips of paper (see end of LP), go back and prepare a very short (less than 5 minutes) presentation on their findings.
- Students will have 10 minutes to prepare.
- **Emphasize: Keep it concise, to the point, while including the presentation requirements listed on your slip. Most people should not need the entire 5 minutes!**
- Students take turns presenting their findings, including the following in their presentation:
 - o Presentation is in front of the class
 - o Introduction, Overview, Content Delivery, Overview, Summary/Conclusion.

CH 3 Objectives

1. Explain the importance of organization and session preparation and logistics.
2. Describe factors to consider when selecting training aids for a lesson plan.
3. Identify potential events that can impact learning environment continuity
4. Describe aspects of instruction that help achieve course consistency.

Activity 1 – Group Project

- Group size: 4 groups (4 printout cards included at end of this LP)
- Instructions: In a moment you will be broken up into 4 groups. Each group will send someone to get their task assignment card. You will quickly put together a training or a presentation to cover the material. You have specific requirements for the presentation on the card.
- You can decide as a group which members will present the material and how they will present it.

CH 4 Objectives

1. Review various training aids.

Activity 1 - NIOSH Report Analysis and Training Aid Lesson Plan Integration (30 min)

Divide the class into three (3) separate groups of similar size. There will be three NIOSH Reports in the online classroom resources labeled NIOSH 1, NIOSH 2 and NIOSH 3. Assign each group a separate report. Instructor provides the following directions:

You will have 30 minutes in your group to review your NIOSH report. Review it with an eye towards how you would use it as a training aid in your own class. At the end of this assignment, you will present a group, with everyone in your group participating, specific answers to the following questions: (*Instructor Note: these directions are also included on their NIOSH reports*).

1. What is your summary of this incident?
2. What is your analysis of this incident?
3. What training topic will you choose to teach based on this incident?
4. What is your specific learning objective(s)?

5. How would you use this report as a part of your training?
6. What other training aids would you use to bolster this training in a perfect world where you have unlimited budget and resources? List at least three (3) additional training aids.

Group Presentations (45 min)

Each group will present their findings to the remainder of the class (~15 minutes each), with additional input from the instructors as necessary to reinforce class learning objectives.

Other Information:

Laws vs Regulations vs Standards

In general, legislative bodies pass laws, government agencies develop regulations to implement the laws, and development agencies create and approve accredited standards.

Standards (NFPA)

Standards make things work by providing specifications (guidelines or requirements) for products, services and systems. If used consistently, they ensure quality, safety and efficiency. They may take the form of a Reference Document that provides details about the criteria involved.

Regulations (e.g. Permissible Fireworks)

Detailed instructions on how laws are to be enforced or carried out and are sometimes referred to as “rules” or “administrative laws.” They carry the force of law – their application is mandatory.

Laws (e.g. Civil Rights Act, ADA)

The system of rules, or statutes made by the government of a country, state, city. Statutes are enacted by legislative body, then signed by the ranking official (President/Governor). Everyone must follow them to be legal.

Printouts/ Classroom Materials

Chapter 1

Group 1

Develop a 3-5 minute training or presentation that provides examples of classroom activities or actions that run afoul of the 4 Acts listed on page 19 of your textbook.

Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion

Group 2

Develop a 3-5 minute training or presentation that explains the difference between: Regulations, Standards and Laws. Provide examples.

Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion

Group 3

Develop a 3-5 minute training or presentation outlining what the obligations of an Instructor are based on page 16 of your textbook. Include in your training specific examples of each obligation.

Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion

Group 4

Develop a 3-5 minute training or presentation highlighting what you see as some of the biggest challenges an instructor faces, and WHY. Some examples to get started are provided on pp 17-18 of your textbook.

Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion

Chapter 2

1. What is the sensory-stimulus theory?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

2. What assumptions are made regarding adult learners for the theory of andragogy?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

3. Describe Thorndike's Laws of Learning.

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

4. What is Maslow's Hierarchy of Needs?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

5. What are the three domains of learning?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

6. What are some examples of student diversity?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

7. What are the differences between learning styles and learner characteristics?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

8. What are some guidelines for engaging in verbal communication?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

9. What are examples of nonverbal communication?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

10. What are aspects of the listening process?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

11. What are learning obstacles or plateaus?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

12. What motivational techniques can an Instructor use to help students succeed?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

13. What percentages do you personally believe should be for each of the categories in the Cone of Learning?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

14. Describe how at least one of Thorndike's Laws of Learning apply to you as an adult learner.

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

15. How can the domains of learning be used together to assist an instructor in presenting effective instruction?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

16. How does self-confidence affect learning in the student's learning environment?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

17. How does diversity affect the learning environment?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

18. How do you learn the information in a class if the instructor does not provide the content using your favored learning method?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

19. How can verbal communications help an instructor be more effective in the learning environment?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

20. How do you respond to nonverbal communication, both positively and negatively?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

21. What are examples of ways you develop good listening skills?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

22. How did you overcome the learning obstacles or plateaus you experienced in school, athletics, or other activities?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

23. What motivational techniques do you use to be successful in your educational experiences?

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

24. Pick 4 student fears or worries (p. 42) and what you could do as an instructor to negate/address their concern in your class.

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

25. Pick 4 student discomforts (p. 42) and what you could do as an instructor to negate/address their concern in your class.

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

26. Pick any graphic in Chapter 2 and explain it to your classmates.

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

27. Pick any graphic in Chapter 2 and explain it to your classmates.

•Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion. 5 Minutes MAX.

Chapter 3

Group 1

Develop a 5-7 minute training or presentation explains the importance of organization, session preparation and session logistics when planning to teach.

Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion

Group 2

Develop a 5-7 minute training or presentation that describes factors to consider when selecting training aids for a CPR/First Aid lesson plan.

Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion

Group 3

Develop a 5-7 minute training or presentation that identifies potential events that can impact learning environment continuity.

Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion

Group 4

Develop a 5-7 minute training or presentation that describes aspects of instruction that help achieve course consistency.

Presentation Requirements: Introduction, Overview, Content Delivery, Summary, Conclusion

Chapter 4

NIOSH Incident Report #: F2010- 10

Directions

You will have 30 minutes in your group to review your NIOSH report. Review it with an eye towards how you would use it as a training aid in your own class. At the end of this assignment, you will present a group, with everyone in your group participating, specific answers to the following questions:

1. What is your summary of this incident?
2. What is your analysis of this incident?
3. What training topic will you choose to teach based on this incident?
4. What is your specific learning objective(s)?
5. How would you use this report as a part of your training?
6. What other training aids would you use to bolster this training in a perfect world where you have unlimited budget and resources? List at least three (3) additional training aids.

Incident Executive Summary

On March 30, 2010, a 28-year-old male career fire fighter/paramedic (victim) died and a 21-year-old female part-time fire fighter/paramedic was injured when caught in an apparent flashover while operating a hoseline within a residence. Units arrived on scene to find heavy fire conditions at the rear of a house and moderate smoke conditions within the uninvolved areas of the house. A search and rescue crew had made entry into the house to search for a civilian who was entrapped at the rear of the house. The victim, the injured fire fighter/paramedic, and a third fire fighter made entry into the home with a charged 2 ½ inch hoseline. Thick, black rolling smoke banked down to knee level after the hoseline was advanced 12 feet into the kitchen area. While ventilation activities were occurring, the search and rescue crew observed fire rolling across the ceiling within the smoke. They immediately yelled to the hoseline crew to “get out.” The search and rescue crew were able to exit the structure safely, then returned to rescue the injured fire fighter/paramedic first and then the victim. The victim was found wrapped in the 2 ½ inch hoseline that had ruptured and without his facepiece on. He was quickly brought out of the structure, received medical care on scene, and was transported to a local hospital where he was pronounced dead.



Scene conditions after crews advanced inside.

Incident Key Recommendations

- Ensure that a complete 360 degree situational size-up is conducted on dwelling fires and others where it is physically possible and ensure that a risk-versus-gain analysis and a survivability profile for trapped occupants is conducted prior to committing to interior fire fighting operations
- Ensure that interior fire suppression crews attack the fire effectively to include appropriate fire flow for the given fire load and structure, use of fire streams, appropriate hose and nozzle selection, and adequate personnel to operate the hoseline
- Ensure that fire fighters maintain crew integrity when operating on the fireground, especially when performing interior fire suppression activities
- Ensure that fire fighters and officers have a sound understanding of fire behavior and the ability to recognize indicators of fire development and the potential for extreme fire behavior
- Ensure that incident commanders and fire fighters understand the influence of ventilation on fire behavior and effectively coordinate ventilation with suppression techniques to release smoke and heat
- Ensure that fire fighters use their self-contained breathing apparatus (SCBA) and are trained in SCBA emergency procedures.

Incident Full Report

<https://www.cdc.gov/niosh/fire/reports/face201010.html>

NIOSH Incident Report #: F2011- 12

Directions

You will have 30 minutes in your group to review your NIOSH report. Review it with an eye towards how you would use it as a training aid in your own class. At the end of this assignment, you will present a group, with everyone in your group participating, specific answers to the following questions:

1. What is your summary of this incident?
2. What is your analysis of this incident?
3. What training topic will you choose to teach based on this incident?
4. What is your specific learning objective(s)?
5. How would you use this report as a part of your training?
6. What other training aids would you use to bolster this training in a perfect world where you have unlimited budget and resources? List at least three (3) additional training aids.

Incident Executive Summary

On May 23, 2011, a 35-year-old male volunteer fire fighter (victim) died after falling from a rope he was climbing after the conclusion of a ropes skills class. The department was conducting a ropes and mechanical advantage haul systems training session that consisted of classroom and practical skills intended to provide the fire fighters rope skills. The drill had concluded and the students were in the process of breaking down the drill site and putting the equipment away. The victim and two fire fighters were standing in front of the tower ladder when the victim decided to climb one of two suspended ropes in an attempt to access the other suspended rope. The victim was climbing up a rope that had been used to demonstrate rope haul systems and attempted to grab another rope out of his reach. The victim likely lost his grip on the rope and fell to the asphalt pavement striking his head. Emergency medical aid was administered by fellow fire fighters and he was transported to a local hospital where he died from his injuries.

The medical examiner reported the cause of death as blunt force head trauma.



Training Site

Contributing Factors

- Lack of a safety officer
- Lack of proper personal protective equipment
- Student to instructor ratio

Incident Key Recommendations

- Fire departments should ensure that a qualified safety officer (meeting the qualifications defined in NFPA 1521) is appointed in practical skills training environments.
- Fire departments should ensure that minimum levels of personal protective equipment are established for practical skills training environments (as defined in NFPA 1500).
- Fire departments should ensure that sufficient instructors or assistant instructors are available for the number of students expected to participate in practical skills training evolutions.

Incident Full Report

<https://www.cdc.gov/niosh/fire/reports/face201112.html>

NIOSH Incident Report #: F2012- 08

Directions

You will have 30 minutes in your group to review your NIOSH report. Review it with an eye towards how you would use it as a training aid in your own class. At the end of this assignment, you will present a group, with everyone in your group participating, specific answers to the following questions:

1. What is your summary of this incident?
2. What is your analysis of this incident?
3. What training topic will you choose to teach based on this incident?
4. What is your specific learning objective(s)?
5. How would you use this report as a part of your training?
6. What other training aids would you use to bolster this training in a perfect world where you have unlimited budget and resources? List at least three (3) additional training aids.

Incident Executive Summary

On March 4, 2012, a 34-year-old male volunteer lieutenant (the victim) lost his life at a theatre fire after the roof collapsed, trapping him within the theatre. At approximately 1215 hours, an on-duty patrol officer (also chief of the victim's fire department) radioed dispatch for a structure fire (flames visible). The 1st due fire department arrived on scene, set up operations on the A-side of the structure, and directed the incoming mutual aid department (victim's department) to the rear of the structure. No fire was visible from the rear. Both departments attacked the theatre fire from opposite sides (A-side and C-side) of the structure establishing their own incident commander/officer in charge, fire ground operations, and accountability systems. The 1st due fire department initially fought the fire defensively from the A-side, while the victim and two additional fire fighters (FF1 and FF2) entered through the C-side, advancing a hoseline until they met A-side fire fighters near the theatre's lobby (area of origin). The 1st due fire department eventually placed an elevated master stream into operation, directing it into the lobby and then onto the roof while fire fighters were operating inside. Roof conditions deteriorated until the roof collapsed into the structure trapping the victim, FF1, and FF2. FF1 and FF2 recalled speaking with the victim immediately following the collapse, but nothing was heard from the victim following the activation of a personal alert safety system device (PASS). All three were eventually located, removed from the structure, and transported to a local hospital, but the victim had already succumbed to his injuries.



Incident scene when fire was first discovered.

Contributing Factors

- Initial arriving units not establishing/performing/implementing an incident management system, an overall incident commander, an incident action plan (IAP), and a 360-degree situational size-up
- Risk management principles not effectively used
- Fire ground and suppression activities not coordinated
- Fire ground communications between departments not established
- Incident safety officer (ISO) role ineffective
- Rapid intervention crew (RIC) procedures not followed and/or implemented
- Bowstring roof truss construction not recognized by departments
- Fire burned undetected within the roof void space for unknown period of time
- Uncoordinated master stream operations
- Location of victim following roof collapse not immediately known.

Incident Key Recommendations

- Fire departments should ensure that an effective incident management system is established with a designated incident commander not involved with fire suppression activities
- Fire departments should ensure that a complete situational size-up is conducted on all structure fires
- Fire departments should use risk management principles at all structure fires
- Fire departments should work together to develop mutual aid standard operating procedures for fire ground operations that support interagency operability and accountability and train on those procedures
- Fire departments should ensure that the incident safety officer (ISO) position, independent from the incident commander, is appointed and effectively utilized at every structure fire meeting the requirements within NFPA 1521 Standard for Fire Department Safety Officer
- Fire departments should ensure that a rapid intervention crew (RIC) is readily available, on scene, and prepared to respond to fire fighter emergencies.

Incident Full Report

<https://www.cdc.gov/niosh/fire/reports/face201208.html>