

**Colorado Division of Fire Safety
Public Life Safety Educator II (“JPRs”)
(NFPA 1035, 2010 Edition)**

Activity Sheet#	Task	Initial Certification JPR Requirement: 14 Mandatory Renewal JPR Requirement: 100% of All JPRs <i>(including all subsections)</i>
1	WRITTEN BUDGET PROPOSAL	Mandatory
2	ESTIMATE INCOME/EXPENSES	Mandatory
3	PUBLIC POLICY	Mandatory
4	SUBORDINATE PERFORMANCE	Mandatory
5	EDUCATION PRIORITIES	Mandatory
6	COLLABORATIVE PARTNERSHIP	Mandatory
7	REQUEST FOR RESOURCES	Mandatory
8	INFORMATIONAL MATERIAL	Mandatory
9	DEVELOP A LESSON PLAN	Mandatory
10	DESIGN A PROGRAM	Mandatory
11	REVISE A PROGRAM	Mandatory
12	EVALUATION STRATEGY	Mandatory
13	EVALUATION INSTRUMENT	Mandatory
14	IMPLEMENT EVAL. STRATEGY	Mandatory



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.2.1 Administration

JPR # 1
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.2.1 NFPA 1035, 2010 Edition		TASK: Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.			
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to estimate project costs; complete budget forms; complete requisition/purchase orders; collect, organize and format budgetary information; complete program budget proposal; complete purchase requests.					
Equipment required: Paper and pen					
CONDITIONS: Given a time frame of 90 minutes and information about a program, including a budget account codes sheet, budget policy handout and budget request sample, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review the scenario (#1) assigned to his or her group.				
2.	Complete the budget form, including a description of each item.				
3.	Select a spokesperson to present the budget form information to the class.				
4.	Review the scenario (#2) assigned to his or her group.				
5.	Complete the budget worksheet.				
6.	Complete the budget request.				
7.	If possible, copy the forms so that the other groups may review them.				
8.	Select a spokesperson in the group to present the basic items in the request.				
9.	Present the information to the class.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign) **Date** **Candidate** **Date**

Re-Test Proctor/Evaluator (Print & Sign) **Date** **Re-Test Candidate** **Date**



FIRE & LIFE SAFETY EDUCATOR II NFPA 1035, 2010 EDITION

6.2.1 Administration

JPR # 1
Revised 12/14/09

Scenario One

Your supervisor has asked you to complete a budget form based on a new smoke detector campaign proposed by your organization. The campaign will place smoke detectors in homes and apartments in an area of town that has a high fire incidence in residential occupancies. Also, the campaign will provide batteries for existing detectors. Written materials will be provided for all residents. Off-duty personnel are going to be used in the campaign. Use the following information to complete the budget worksheet.

1. The program will require an estimated 200 smoke detectors. The detectors cost \$4.50 each, but they do not come with a battery.
2. It is estimated that 150 batteries are needed in addition to the batteries needed for the detectors. The batteries are \$1.00 for the first 100, and \$.75 for the remainder.
3. The written materials are \$150 for packages of 1,000. You estimate two packages are required.
4. The hourly rate for fire fighters is \$12.50 an hour. You estimate 400 hours will be required for the program. You must pay the fire fighters 1-1/2 time since it is overtime.



FIRE & LIFE SAFETY EDUCATOR II NFPA 1035, 2010 EDITION

6.2.1 Administration

JPR # 1
Revised 12/14/09

Scenario Two

You have been assigned to develop the budget worksheet for a community-wide bicycle safety campaign. The four-month campaign involves several different organizations. You must complete the worksheet using the following information.

1. The campaign requires the purchase of 500 helmets. The helmets are being purchased from the local Wal-Mart. The first 100 are \$8.00, the next 200 are \$7.00, and any additional helmets are \$4.50.
2. A video camera must be purchased for evaluation of the program. The camera is \$4,000.
3. There are two videos and curriculum that are to be purchased. The first video documents the procedure for properly wearing a helmet and costs \$200. The second video is for adults and presents the reasons a parent should require their children to wear helmets. It cost \$500. The bike safety curriculum is \$1,200.
4. Existing personnel will be present the program. However, the Chief has decided to provide health insurance for the personnel. The insurance costs \$265 a month for each person. There are five people to be involved in the program.

Example:

Account Code	Description	Total Cost
S-1	100 hours of salary	\$1,000
O-1	40 packages of brochures	\$ 600
O-2	500 smoke detectors	\$2,000
O-2	400 batteries	\$ 400
C-1	personal computer	\$3,000
Total Cost:		\$7,000



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.2.2 Administration

JPR # 2
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.2.2 NFPA 1035, 2010 Edition		TASK: Project program budget income/expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected income/expenditures.			
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to retrieve and organize past budget information, project income/expenditures and prepare a budget.					
Equipment Required: Paper and pen					
CONDITIONS: Given a time frame of 30 minutes and information about a program encompassing both the current year and the plans for the next year, including a budget account codes sheet, budget policy handout, budget form, budget worksheet and budget request sample, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review the scenario assigned to his or her group.				
2.	Complete the budget form, including a description of each item.				
3.	Complete the budget worksheet for the next year, projecting income/expenditures based on the current year's data.				
4.	Complete the budget request.				
5.	Select a spokesperson to present the budget form information to the class.				
6.	Present the information to the class.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)

Date

Candidate

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Re-Test Proctor/Evaluator (Print & Sign)

Date

Re-Test Candidate

Date



FIRE & LIFE SAFETY EDUCATOR II NFPA 1035, 2010 EDITION

6.2.2 Administration

JPR # 2
Revised 12/14/09

Scenario One

You have been assigned to develop the budget request for an educational program on cooking safety. Your department has had 18 fires in the last three months, 16 of which were caused by careless cooking. There have been 5 injuries from the fires and one fatality. The fatality was an 87-year-old woman. The goals for the program are:

1. To reduce the number of cooking fires by 75% in the next 12 months.
2. To reduce the number of cooking-related injuries by 50% in the next 12 months.

The program involves the use of PSA's on radio and television to inform the public about safe cooking methods. Also, there will be door-to-door visits by community volunteers, which will contact all homes in the target neighborhoods over a three-month period. There are an estimated 600 homes and apartments in the area. The PSA's will run for six months.

The department is going to use a survey at the end of the three months to determine the success of the program. The program will conclude at the end of the three months unless the survey indicates a lack of success.

- The purchase of 50,000 brochures addressing cooking safety. The brochures are \$90 per 250. Also, there is a postage cost of \$25 per 10,000 brochures.
- The cost of developing the public service announcements is \$6,000. This includes all development of six radio and six television announcements. This is development cost only.
- The cost to the department for developing the survey is \$45 an hour. You estimate it will take 10 hours to develop the survey and analyze the results. You must add 25% for health insurance and 15% for worker's compensation insurance.
- The cost for printing the survey is \$100.
- The contract for the broadcast of the public service announcements is \$200 a month.
- A vehicle is needed. It will be \$15,000 and will be sent to the Fire Protection Division at the end of the program. The fuel and maintenance is expected to be \$100 a month.

You have high expectations for this program. The program was designed by a community task force. There has been an overwhelming response by volunteers to assist with the program. There are no other programs in the community, which address the problem.



FIRE & LIFE SAFETY EDUCATOR II NFPA 1035, 2010 EDITION

6.2.2 Administration

JPR # 2
Revised 12/14/09

Scenario Two

You have been assigned to develop the budget for a new injury prevention program on drowning prevention. This is a new program to the community and is a cooperative effort involving the fire department, the Safe Kids coalition, the county health department and the regional medical center. The program was developed as a result of several drowning in local lakes and streams. In fact, in the last 3 months there have been 4 children drown, all under the age of 8. All the deaths could have easily been prevented.

The goals for the program are:

1. Eliminate child drowning in the next 12 months.
2. Conduct presentations on water safety to all elementary classrooms in the county in the next school year.

The program involves conducting safety presentations to school classrooms and preschools. The presentations will be conducted by off-duty fire fighters who will be paid overtime. There are 72 classrooms in the county and 41 daycare providers and preschools. Each presentation is 30 minutes, and requires 1 hour of preparation and travel time.

The presentation uses a video and provides a safety checklist for parents. Also, a personal floatation device is being given to each child. Grocery bags will be printed and used by the local grocery stores over the next year. The program will last one year.

The American Red Cross does provide a water safety class, but it is not in the schools. To conduct the program, the following materials are required:

- The purchase of 2,000 personal floatation devices is required. The PFDs cost \$7.50 for the first 500, \$5 for the next 500, and \$3 for any additional. The shipping costs will be \$400.
- The fire fighters regular hourly wage is \$16. A presentation only requires one fire fighter.
- The fuel and maintenance for the vehicle is estimated to be \$8 for each presentation.
- The video is \$300 and the curriculum is \$75.
- The grocery bags cost \$30 per 1,000. It is estimated that 10,000 are required.



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6.2.2 Administration

JPR # 2
Revised 12/14/09

BUDGET REQUEST FORM

(Use reverse side of page, if additional space if needed.)

Program Goals

Overview of Program

Benefits of Program

Summary



FIRE & LIFE SAFETY EDUCATOR II NFPA 1035, 2010 EDITION

6.2.2 Administration

JPR # 2
Revised 12/14/09

BUDGET ACCOUNT CODES

Budget account codes to be used during the activities

Salaries/Benefits

- S-1: Salaries including overtime
- S-2: Health and life insurance for employees
- S-3: Worker's Compensation Insurance

Operations

- O-1: Educational materials including brochures, handouts, etc.
- O-2: Safety Equipment including smoke detectors, batteries, helmets, etc.
- O-3: Educational curriculum
- O-4: Educational/training videos
- O-5: Communication costs including telephone, computer & fax lines, cell phones
- O-6: Fuel and maintenance for vehicles
- O-7: Advertisement and marketing for educational programs including public service announcements, billboards, etc.
- O-8: Computer software

Capital

- C-1: Computers and other microprocessor equipment
- C-2: Vehicles
- C-3: Audiovisual equipment



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.2.3 Administration

JPR #-3
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.2.3 NFPA 1035, 2010 Edition		TASK: Develop a public policy recommendation for management, given a fire or injury issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated.			
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to format policy and project possible outcomes.					
Equipment required: Recent news article on a life safety issue such as novelty lighters, paper and pen					
CONDITIONS: Given a time frame of 30 minutes and the information provided, which includes recent news article concerning a life safety issue, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review the article as a group.				
2.	Develop a public policy recommendation for managing the issue.				
3.	Project possible outcomes on the issue including benefits to the community and economic impacts.				
4.	Select a spokesperson to present your findings to the class.				
5.	Present those findings.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)

Date

Candidate

Date

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Date

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Date



FIRE & LIFE SAFETY EDUCATOR II NFPA 1035, 2010 EDITION

6.2.3 Administration

JPR # 3
Revised 12/14/09

TOY LIGHTERS POSE DANGER FOR KIDS

Courtesy of NY1.com

It may look like a toy car, but it's a gadget that's definitely for adults and you'll want to make sure it doesn't end up in the hands of your children. NY1's Dean Meminger filed this exclusive story.

It is a lot of fun for 3-year-old Kendall playing with these little cars, but there's a hidden danger. These cars are full of lighter fuel and are sold as cigarette lighters.

It's unbelievable for Kendall's mother, Rachel David-Godfrey.

"It's scary that they have these cars out there", she said. "I don't know if you call them cars or call them lighters out there."

NY1 has discovered these lighters are being sold around the city in variety stores and gas stations. Ranging in price from \$3 to \$10, they're sold to adults, but they're designed to resemble a toy, which makes them more appealing to kids.

One lighter that looks like a police car actually has sirens and flashing lights.

"He is definitely going to want to play with it," David-Godfrey said of the police car. "He's interested because he sees the lights, and he is pulling on it to figure out how to work it."

We took our story to the city's Department of Consumer Affairs.

"Cute, cute & dangerous, dangerous," said Consumer Affairs Commissioner Gretchen Dykstra. After checking out the lighters we showed her, the commissioner said they're a real danger to life and property.

But there's nothing the city can do. New York City has no jurisdiction over lighter. Neither does the States. The federal Consumer Product Safety commission, based in Washington, sets the standards for lighter safety. And the commission, Based in Washington, tells us it has no problem with what it calls novelty lighters, as long as they're child resistant.

"When you test lighters with a panel of kids under five, and by the way we use only surrogate lighters that light up a bulb and not a flame, 85 percent of those kids must not be able operate the lighter," said Ken Jiles of the commission. "That means it's child resistant, but it is not child proof."

But that also means fifteen percent of kids under five are able to figure out how to use these lighters, not to mention the older kids.

"Kids under five will play with cigarette lighters and start fires," said Jiles. "This is a tragedy. We know that it happens. We have tried to prevent it from happening by making lighters child resistant."

One Manhattan wholesale outlet tells NY1 it tells store owners not to sell these lighters to kids. But the concern is that if an adult leaves the lighter lying around, it's a tragedy waiting to happen.

"I don't want these in the stores," said David-Godfrey.

The Consumer Product Safety Commission says all lighters should be kept away from children. If you think you have a lighter that is not child resistant, report it at CPSC.gov.



FIRE & LIFE SAFETY EDUCATOR II NFPA 1035, 2010 EDITION

6.2.4 Administration

JPR #4
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.2.4 NFPA 1035, 2010 Edition	TASK: Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures.				
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to complete specific evaluation forms and document subordinate performance.					
Equipment required: Employee Year End Review form, organizational policies on performance evaluations, paper and pen					
CONDITIONS: Given a time frame of 60 minutes and information including an organizations policy on performance evaluations and evaluation forms, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Role play a performance appraisal interview with a partner so that each partner has an opportunity to be the evaluator.				
2.	Write a performance review using the “sandwich technique” for an employee who: <ul style="list-style-type: none"> • Did not create an advertising flyer by the expected date for the new Senior Safety program your department is promoting; • Did receive excellent reviews about the program presentation style; • Struggles with timeliness; • Struggles with organization; • Does a good job of handling citizen requests. 				
3.	Using the “Employee Year End Review” form, create at least three goals in each category for an employee.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)

Date

Candidate

Date

Re-Test Proctor/Evaluator (Print & Sign)

Date

Re-Test Candidate

Date



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.3.1 Planning and Development

JPR #-5
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.3.1 NFPA 1035, 2010 Edition	TASK: Establish public fire and life safety education priorities within a program, given relevant local loss and injury data, so that local public fire and life safety education activities address identified risk priorities.				
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to collect, analyze and interpret data; establish priority risk issues and address priority risk issues.					
Equipment required: Paper and pen					
CONDITIONS: Given a 30-minute time frame and information about the fire and injury problems in his or her community, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	List five of those problems on a worksheet.				
2.	Based on the following criteria, determine if each problem is a high, moderate or low priority. <ul style="list-style-type: none"> • Impact of the problem on the community in terms of life, injury, property loss, economic impact, etc.; • Frequency of the problem; • Likelihood of the problem worsening without educational intervention; • Existing community programs that successfully address the problem; • The trend of the problem, i.e. is it worsening over time? • The mission and goal of the organization. 				
3.	Briefly justify each ranking.				
4.	Be prepared to share the problems, priorities and justifications with the class.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)

Date

Candidate

Date

Re-Test Proctor/Evaluator (Print & Sign)

Date

Re-Test Candidate

Date



FIRE & LIFE SAFETY EDUCATOR II NFPA 1035, 2010 EDITION

6.3.1 Planning and Development

JPR #5
Revised 12/14/09

Problem 1

Brief description of the problem.

Priority High Moderate Low

Justification

Problem 2

Brief description of the problem.

Priority High Moderate Low

Justification

Problem 3

Brief description of the problem.

Priority High Moderate Low

Justification



FIRE & LIFE SAFETY EDUCATOR II NFPA 1035, 2010 EDITION

6.3.1 Planning and Development

JPR #5

Revised 12/14/09

Problem 4

Brief description of the problem.

Priority High Moderate Low

Justification

Problem 5

Brief description of the problem.

Priority High Moderate Low

Justification



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.3.2 Planning and Development

JPR #6
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.3.2 NFPA 1035, 2010 Edition		TASK: Facilitate a fire and life safety collaborative partnership, given information about the organizations in the partnership, the goals of the partnership, and organizational guidelines, so that fire and life safety objectives for the partnership are achieved.			
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to identify resources, negotiate, resolve conflict, interact in a group, communicate objectives, recognize opportunity for shared effort and facilitate the small group process.					
Equipment required: Paper and pen					
CONDITIONS: Given 60 minutes and information provided on the mission statements and current projects of several possible community groups, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review the scenario.				
2.	Role play as a member of a fire and life safety organization.				
3.	Form a group with other class members acting as members of community organizations.				
4.	Identify resources needed to address a fire and life safety issue in the community.				
5.	Resolve conflicts that may occur between partners.				
6.	Communicate individual objectives internally and shared objectives to the class.				
7.	Identify opportunities for partnerships to address issues.				
8.	Role play as a member of a community group to help other candidates' partnerships.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)

Date

Candidate

Date

Re-Test Proctor/Evaluator (Print & Sign)

Date

Re-Test Candidate

Date



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.3.3 Planning and Development

JPR #7
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.3.3 NFPA 1035, 2010 Edition		TASK: Prepare a request for resources from an external organization, given department/agency policies on requesting resources and a description of the resources needed, so that the request identifies needed resources and conforms to department/agency policy and the requirements of the resource provider.			
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to write a resource request proposal.					
Equipment required: Paper and Pen					
CONDITIONS: Given a time frame of 45 minutes and information about a specific community problem, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Choose a fire/injury problem in the community and the target audience that needs an educational intervention, describe the target audience				
2.	List and describe, in detail, the specific resources needed for the program.				
3.	List potential community sources for those resources.				
4.	Explain the link between the source and the target audience.				
5.	Describe the benefits to the community and target audience if the program receives those resources.				
6.	List potential community advocates for supporting the proposal.				
7.	List the tasks or action steps required for completing the resource proposal. Include a timeline for each task.				
8.	List and describe any potential challenges to achieving success.				
9.	Identify solutions to those challenges.				
10.	Be prepared to share your information with the class.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign) **Date** **Candidate** **Date**

Re-Test Proctor/Evaluator (Print & Sign) **Date** **Re-Test Candidate** **Date**



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.4.1 and 6.4.3 Education

JPR #8
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.4.1 and 6.4.3 NFPA 1035, 2010 Edition	TASKS: Develop informational material, given an identified fire or life safety objective and characteristics of the target audience, so that information provided is accurate, relevant to the objective and specific to the characteristics and needs of the target audience. Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan and are specific to the audience.
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PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to assemble information in a specific format, generate written communication relevant to the needs of the target population, and locate resources to assist with specific challenges such as special needs populations and language issues. The candidate also shall demonstrate the ability to design educational materials.

Equipment required: Materials form, paper and pen

CONDITIONS: Given a time frame of 60 minutes and information provided including a learning objective and lesson plan for a specific audience, the candidate shall be able to:

No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review the learning objective and lesson plan as a group.				
2.	Identify educational and informational materials that could be useful given the characteristics of the target audience.				
3.	Complete the materials form.				
4.	Create a sketch or draft of the materials (e.g. flyers, transparencies, posters).				
5.	Use the following factors to evaluate each material. <ul style="list-style-type: none"> • Supports the learning objective; • Explains or illustrates the action to be taken; • Message can be understood by the target audience; • Message is developmentally and culturally appropriate; • Material is free from bias. 				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)

Date

Candidate

Date

Re-Test Proctor/Evaluator (Print & Sign)

Date

Re-Test Candidate

Date



FIRE & LIFE SAFETY EDUCATOR II NFPA 1035, 2010 EDITION

6.4.1 and 6.4.3 Education

JPR #8
Revised 12/14/09

MATERIALS FORM

Type of material: Educational
Informational

Learning Objective Supported by the Material:
(Refer to lesson plan)

Describe the goal of the material:

List or describe the content/message of the material:
(If appropriate, develop sketch or draft.)

Summarize any factors considered when creating the material, i.e. cost, availability, etc.:



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.4.2 Education

JPR #9
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.4.2 NFPA 1035, 2010 Edition		TASK: Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met and the needs of the target audience are addressed.			
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to design a lesson plan and adapt a lesson plan based on audience needs.					
Equipment required: Paper and pen					
CONDITIONS: Given a one-hour time frame and the "Lesson Plan" form, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review the problem information provided by the instructor.				
2.	Create a lesson plan with two cognitive and one psychomotor learning objective for a 20-minute presentation.				
3.	Complete each section of the Lesson Plan form.				
4.	If the candidate doesn't have enough information provided, he or she should use prior knowledge and experience with similar problems.				
5.	Share the lesson plan with a partner and seek his or her feedback.				
6.	Be prepared to share the lesson plan and feedback with the class.				
7.	Working with a partner, discuss any necessary adaptations for the following audience needs: 1. Special needs class with limited mobility 2. Group of wheel-chair bound senior citizens 3. A group of people from the Colorado School for the Blind 4. A group of children with autism spectrum disorder, aged 6-10 5. A group of people with a range of hearing impairments				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)

Date

Candidate

Date

Re-Test Proctor/Evaluator (Print & Sign)

Date

Re-Test Candidate

Date



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.4.2 Education

JPR #9
Revised 12/14/09

LESSON PLAN

Title/Topic:

Learning Objectives:

Time Frame: 20 minutes

Instructor Information:



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6.4.2 Education

JPR #9
Revised 12/14/09

Methodology:

Evaluation Method:

Materials Required:

References:

Main Points:

Summary:



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.4.4 Education

JPR #10
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.4.4 NFPA 1035, 2010 Edition		TASK: Design a public fire and life safety education program, given a comprehensive educational strategy, a target audience and their characteristics, so that the goals of the given strategy are addressed.			
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to compile, organize and evaluate educational program elements.					
Equipment required: Paper and pen					
CONDITIONS: Given a 90-minute time frame and information including an identified fire/injury problem and a specific audience, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Select a fire or injury problem that is pertinent to his or her community.				
2.	Create a lesson plan for a 20-30 minute presentation that includes at least three learning objectives, a description of the target audience and background information on the problem.				
3.	Create a sketch or draft of educational and informational materials.				
4.	Evaluate the lesson plan and support materials to verify they are valid. If time allows, share the lesson plan and materials with a partner and seek feedback.				
5.	Be prepared to explain the problem, target audience and key points about your lesson plan and support materials to the class.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)

Date

Candidate

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Date

Re-Test Candidate

Date



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.4.5 Education

JPR #11
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.4.5 NFPA 1035, 2010 Edition	TASK: Revise an educational program, given results of an evaluation process and program objectives, so that the program is modified and objectives are achieved.				
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to write specific objectives and lesson plans, and analyze data.					
Equipment required: Paper and pen					
CONDITIONS: Given a time frame of 30 minutes, a lesson plan and the 10-point evaluation tool, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review the lesson plan given to the group.				
2.	Using the following 10 questions, determine if the lesson plan is valid and will meet the learning objectives for that target audience. <ul style="list-style-type: none"> • Is the purpose and relevance of the topic clearly established and communicated to the educator and the learner? • Are the learning objectives concise, easy to understand, and focused on learner behavior? • Do the learning objectives provide solutions to the fire/injury problem addressed by the lesson? • Is the target audience clearly described? • Are the educational methods and activities appropriate for the target audience? • Is the motivational strategy clearly identified? • Is the content in the Main Points section clearly and concisely presented in a sequential outline? • Are skills and knowledge applied through activities and/or educator questions? • Is there adequate information and direction for the educator? • Are the learning objectives addressed in the content and evaluated in some manner? 				
3.	Select a spokesperson to present the group's findings to the class.				
4.	Present the findings to the class.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)	Date	Candidate	Date
Re-Test Proctor/Evaluator (Print & Sign)	Date	Re-Test Candidate	Date



FIRE & LIFE SAFETY EDUCATOR II

NFPA 1035, 2010 EDITION

6.5.1 Evaluation

JPR #12
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.5.1 NFPA 1035, 2010 Edition		TASK: Develop an evaluation strategy, given educational program goals, objectives and evaluation instrument(s), so that program outcomes are measured.			
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to collect data, analyze data and implement an evaluation strategy.					
Equipment required: Paper and pen					
CONDITIONS: Given a 60-minute time frame and an established fire and life safety program such as Learn Not To Burn or Sesame Street, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Describe the educational program he or she will evaluate.				
2.	List the learning objectives of the program.				
3.	Describe the evaluation process and evaluation instrument that must be used to determine if learning has occurred.				
4.	List any challenges expected with this project.				
5.	List the solutions to those challenges.				
6.	Describe the educational gain, behavioral change, environmental change, etc. that would indicate that the learning objectives have been achieved.				
7.	Using a prepared evaluation instrument such as a written test or survey, evaluate at least four presentations of the program.				
8.	If the prepared program lacks an evaluation instrument, identify a local resource such as a teacher who can help develop the instrument.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)

Date

Candidate

Date

Re-Test Proctor/Evaluator (Print & Sign)

Date

Re-Test Candidate

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6.5.2 Evaluation

JPR #13
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.5.2 NFPA 1035, 2010 Edition		TASK: Design an evaluation instrument, given educational program goals, objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome.			
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to measure program outcomes and validate a testing instrument.					
Equipment required: Paper and pen					
CONDITIONS: Given a 30-minute time frame and information including educational program goals, objectives and an evaluation strategy, the candidate will be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review each scenario in the attached worksheets.				
2.	Determine if there was an educational gain.				
3.	Develop conclusions on the effectiveness of each presentation.				
4.	Develop conclusions on whether the testing instrument was valid.				
5.	Select a spokesperson to present the findings to the class.				
6.	Present the findings to the class.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)

Date

Candidate

Date

Re-Test Proctor/Evaluator (Print & Sign)

Date

Re-Test Candidate

Date



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6.5.2 Evaluation

JPR #13
Revised 12/14/09

Scenario One

John Smith has just completed a presentation on cooking fire safety to a group of 7th grade students at the local middle school. This is the first presentation on cooking fire safety at the school. One week prior to the class the teacher administered the pretest. Two weeks after the presentation, a post-test was administered on the information in the presentation. The results are listed below. All of the students missed question #3 on the post-test. Use the information provided to answer the following questions:

Test Scores:

<u>Student</u>	<u>Pre-Test Score</u>	<u>Post-Test Score</u>
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



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6.5.2 Evaluation

JPR #13
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1. What was the average score of the pretest and post-test?
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 yes, what would you change?



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6.5.2 Evaluation

JPR #13
Revised 12/14/09

Scenario Two

Janet Jones recently presented 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 3 weeks after the presentation. The results are listed below.

Skills Test

<u>Student</u>	<u>Pre-Test</u>	<u>Post-Test</u>
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



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6.5.2 Evaluation

JPR #13
Revised 12/14/09

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?



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6.5.2 Evaluation

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Revised 12/14/09

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 another survey was sent to each of the 40 members. All 40 members completed the survey. The results are shown below.

Survey Results

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



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6.5.2 Evaluation

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Revised 12/14/09

1. What percentage of the target audience had a smoke detector before the presentation?
2. What percentage of the target audience tested their smoke detector following the presentation?
3. What percentage of the target audience who had a smoke detector before the presentation replaced their battery following the presentation?
4. What conclusions can be made about the presentation based on this information?



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6.5.3 Evaluation

JPR #14
Revised 12/14/09

Candidate: _____

Date: _____

ID#: _____

STANDARD: NFPA 6.5.3 NFPA 1035, 2010 Edition		TASK: Implement an evaluation strategy, given educational program goals, objectives and evaluation instrument(s), so that educational program outcomes are measured.			
PERFORMANCE OUTCOME: The candidate shall demonstrate the ability to implement evaluation methods.					
Equipment required: Paper and pen					
CONDITIONS: Given a 30-minute time frame and information including educational program goals and objectives, as well as evaluation instruments, the candidate shall be able to:					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Review the assigned scenario as a group.				
2.	Determine what evaluation instrument was used.				
3.	Determine whether there was a change in knowledge. Be prepared to justify your answer to the class.				
4.	Determine whether there was a change in behavior. Be prepared to justify your answer to the class.				
5.	Determine whether there was a change in the environment. Be prepared to justify your answer to the class.				
6.	Select a spokesperson to present the findings to the class.				
7.	Present the findings to the class.				

Proctor/Evaluator Comments: _____

Proctor/Evaluator (Print & Sign)

Date

Candidate

Date

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Date

Re-Test Candidate

Date



FIRE & LIFE SAFETY EDUCATOR II

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1. Method of evaluation:

2. Was there a change in knowledge?
Justification:

Yes

No

3. Was there a change in behavior?
Justification:

Yes

No

4. Was there a change in the environment?
Justification:

Yes

No



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6.5.3 Evaluation

JPR #14
Revised 12/14/09

Scenario One

John Smith gave a presentation on smoke detectors to a 4th grade class. The average score on the post-test was 85%. A survey of the students after the presentation indicated that 95% 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 to preschool children on cooling a burn and recognizing things that are hot in the home. Ruth gave an oral test to the children before and after the presentation. Before the presentation, the average score was 20%. The average score after the presentation was 90%. Ruth also performed a skills test to determine if the children would respond correctly to a burn situation. Ruth described a situation and asked the child to demonstrate the proper action. All of the children went to the sink and used cool water on the imaginary burn.

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 and post-test, but sent a survey to each person who attended 30 days after the presentation. Of the 30 people who attended the presentation, 26 had mounted handrails, with 22 of the 26 reporting they used the handrails while bathing.