

# **CERTIFICATION CURRICULUM MANUAL**

## **CHAPTER THIRTEEN**

### **FIRE AND LIFE SAFETY EDUCATOR**

**NFPA 1035, 2015 Edition**

**Level I - EFFECTIVE JANUARY 30, 2018**

**Level II – EFFECTIVE JANUARY 1, 2019**



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**CERTIFICATION CURRICULUM MANUAL – CHAPTER THIRTEEN**

**FIRE AND LIFE SAFETY EDUCATOR  
LEVEL I**

Effective January 30, 2018

Revised January 1, 2019

## **OVERVIEW**

### **FIRE AND LIFE SAFETY EDUCATOR I**

The Fire and Life Safety Educator I is required to meet the Job Performance Requirements (JPRs) of National Fire Protection Association (NFPA) 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition.

The following items are included in Chapter 13 of this curriculum manual:

- Course Instructor Information
- Reference List (textbooks and other recommended course materials)
- Course Outline (establishes the recommended hours for teaching this course)

This is a voluntary (non-mandatory) certification, therefore a formal “curriculum” is not provided. Please use chapter 4 of NFPA 1035 as a guide when creating your own course curriculum for Fire and Life Safety Educator I.

Performance skills are available in Chapter 13 of the Skills Manual.

All documents in this curriculum manual, and in the skills manual, are available free of charge to download, copy and distribute as necessary. The TCFP does not provide printed copies.

#### **Definition of a Fire and Life Safety Educator I**

A Fire and Life Safety Educator I is an individual who has met the requirements specified in chapter 4 of NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition and has the knowledge, skill, and abilities to provide fire and life safety education programs by:

- Documenting fire and life safety educational activities
- Maintaining work schedules
- Identifying and partnering with community resources, services and organizations
- Selecting instructional materials
- Assuring safety during fire and life safety education activities
- Presenting and adapting lessons
- Publicizing fire and life safety information
- Disseminating educational information
- Administering and scoring evaluation instruments

## **COURSE INSTRUCTOR INFORMATION FIRE AND LIFE SAFETY EDUCATOR I**

### **Instructor Qualifications**

Fire and Life Safety Educator I courses must be taught by a person meeting the requirements described in Chapter 459 of the TCFP Standards Manual.

### **Supplemental Information**

Instructors are expected to provide supplemental information if the main reference text does not cover all of the knowledge requirements set forth in the NFPA standard.

### **Certification Testing**

Testing for certification in the state of Texas will be based on the knowledge and skills requirements in all sections of Chapter 4 of National Fire Protection Association (NFPA) 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition. Any training program must strictly adhere to this NFPA standard.

All test questions and performance skills evaluations will be based on the NFPA Job Performance Requirements (JPRs), requisite knowledge objectives, and requisite skills objectives found in the NFPA standard. Additionally, questions and performance skill evaluations may include information found in, or derived from, the NFPA standard annex, particularly Annex A, which includes explanatory material that may further clarify JPRs. The following is an example from NFPA 1035, section 4.4.3:

<b>NFPA Standard/Curriculum</b>	<b>Explanation</b>
4.4.3 Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting, and identified audience, so that the lesson plan is followed and the objectives are met.	NFPA JPR number 4.4.3
<b>(A) Requisite Knowledge:</b> Lesson content, learning objectives, presentation methods, specific audience needs.	Requisite knowledge objectives for 4.4.3  Written test questions and/or performance skills will be used to test these knowledge components on the state certification exam.

<p><b>(B) Requisite Skills:</b> Presentation skills and methods.</p>	<p>Requisite skills objectives for 4.4.3</p> <p>Only performance skills will be used to test these objectives on the state certification exam.</p>
<p><b>A.4.4.3:</b> Typical presentation methods can include the following:</p> <ul style="list-style-type: none"> <li>(1) Lectures</li> <li>(2) Skits</li> <li>(3) Games</li> <li>(4) Role playing</li> <li>(5) Questioning</li> <li>(6) Team teaching</li> <li>(7) Discussions</li> <li>(8) Music</li> <li>(9) Characterizations</li> <li>(10) Demonstrations</li> <li>(11) Modeling</li> <li>(12) Videos</li> <li>(13) Films</li> <li>(14) Slides</li> </ul>	<p>Appendix A: Explanatory Material for 4.4.3</p>

### TCFP Standards Manual

It is critical that the Course Instructor review the chapters in the TCFP Standards Manual that apply to this curriculum. Of primary importance are the following chapters:

Chapter 421, *Standards for Certification*

Chapter 427, *Training Facility Certification*

Chapter 435, *Fire Fighter Safety*

Chapter 437, *Fees*

Chapter 459, *Minimum Standards for Fire and Life Safety Educator Certification*

These chapters do not address every issue that could impact this curriculum; therefore, the Course Instructor is encouraged to become familiar with the TCFP Standards Manual.

### Descriptions of Certification Levels

For additional information, see Chapter 421 of the Texas Commission on Fire Protection Standards Manual for Fire Protection Personnel.

**CHAPTER THIRTEEN  
FIRE AND LIFE SAFETY EDUCATOR I  
CURRICULUM OUTLINE**

<b>LEVEL I</b>		
<b>SECTION</b>	<b>SUBJECT</b>	<b>RECOMMENDED HOURS</b>
1201-4.1	General Requirements	12
1201-4.2	Administration	6
1201-4.3	Planning and Development	2
1201-4.4	Education and Implementation	16
1201-4.5	Evaluation	4
1201	Performance Skills*	8
	<b>TOTAL RECOMMENDED HOURS</b>	<b>48</b>

\*The recommended hours for skills evaluation is based on 12 students. Actual hours needed will depend on the number of students, the number of examiners, availability of equipment, and the student skill level.

## REFERENCE LIST FOR THE FIRE AND LIFE SAFETY EDUCATOR I CURRICULUM

Certified Training Facilities approved to teach this curriculum must have the following reference materials:

### Required References

*Certification Curriculum Manual for Fire Protection Personnel*, Austin, TX: Texas Commission on Fire Protection

*Fire and Life Safety Educator* (3<sup>rd</sup> ed.) (2011). Stillwater, OK: International Fire Service Training Association.

*Fire and Life Safety Educator: Principles and Practice* (2<sup>nd</sup> ed.) (2018). Giesler, Marsha P. Burlington, MA: Jones and Bartlett Learning.

*NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications* (2015 ed.). Quincy, MA: National Fire Protection Association NFPA Publications.

*Standards Manual for Fire Protection Personnel*, Austin, TX: Texas Commission on Fire Protection

**CERTIFICATION CURRICULUM MANUAL – CHAPTER THIRTEEN**

**FIRE AND LIFE SAFETY EDUCATOR  
LEVEL II**

Effective January 1, 2019



## **OVERVIEW**

### **FIRE AND LIFE SAFETY EDUCATOR II**

The Fire and Life Safety Educator is required to meet the Job Performance Requirements (JPRs) of National Fire Protection Association (NFPA) 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition.

The following items are included in Chapter 13 of this curriculum manual:

- Course Instructor Information
- Reference List (textbooks and other recommended course materials)
- Course Outline (establishes the recommended hours for teaching this course)

This is a voluntary (non-mandatory) certification, therefore a formal “curriculum” is not provided. Please use chapter 5 of NFPA 1035 as a guide when creating your own course curriculum for Fire and Life Safety Educator II.

Performance skills are available in Chapter 13 of the Skills Manual.

All documents in this curriculum manual, and in the skills manual, are available free of charge to download, copy and distribute as necessary. The TCFP does not provide printed copies.

#### **Definition of a Fire and Life Safety Educator II**

A Fire and Life Safety Educator II is an individual who has met the requirements specified in chapter 5 of NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition and has the knowledge, skill, and abilities to provide fire and life safety education programs by:

- Preparing program budgets
- Developing public policy recommendations for management
- Evaluating subordinate performance
- Establishing fire and life safety education priorities
- Facilitating partnerships
- Requesting resources from external organizations
- Designing and revising education programs to include informational materials, lesson plans and educational materials
- Developing and implementing program evaluation strategies
- Designing program evaluation instruments
- Implementing an evaluation strategy

## **COURSE INSTRUCTOR INFORMATION FIRE AND LIFE SAFETY EDUCATOR II**

### **Instructor Qualifications**

Fire and Life Safety Educator II courses must be taught by a person meeting the requirements described in Chapter 459 of the TCFP Standards Manual.

### **Supplemental Information**

Instructors are expected to provide supplemental information if the main reference text does not cover all of the knowledge requirements set forth in the NFPA standard.

### **Certification Testing**

Testing for certification in the state of Texas will be based on the knowledge and skills requirements in all sections of Chapter 5 of National Fire Protection Association (NFPA) 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition. Any training program must strictly adhere to this NFPA standard.

All test questions and performance skills evaluations will be based on the NFPA Job Performance Requirements (JPRs), requisite knowledge objectives, and requisite skills objectives found in the NFPA standard. Additionally, questions and performance skill evaluations may include information found in, or derived from, the NFPA standard annex, particularly Annex A, which includes explanatory material that may further clarify JPRs. The following is an example from NFPA 1035, section 5.3.3:

<b>NFPA Standard/Curriculum</b>	<b>Explanation</b>
5.3.3 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 policies and the requirements of the resource provider.	NFPA JPR number 5.3.3
<b>(A) Requisite Knowledge:</b> Legal issues, department or agency policies for requesting resources.	Requisite knowledge objectives for 5.3.3  Written test questions and/or performance skills will be used to test these knowledge components on the state certification exam.

<p><b>(B) Requisite Skills:</b> Write proposals.</p>	<p>Requisite skills objectives for 5.3.3</p> <p>Only performance skills will be used to test these objectives on the state certification exam.</p>
<p><b>A.5.3.3:</b> Many times in fire and life safety education programs and individual projects, developing resources outside the organization is necessary to achieve program goals and objectives. These resources might include volunteer educators, educational or promotional materials, financial resources, or any other personnel or material resources required to meet program needs. To solicit these resources effectively in the community, a record of past efforts, including program requirements, providers, methods of solicitation, personnel responsible for solicitation, and methods for managing and accounting for the resources, should be maintained.</p>	<p>Appendix A: Explanatory Material for 5.3.3</p>

### TCFP Standards Manual

It is critical that the Course Instructor review the chapters in the TCFP Standards Manual that apply to this curriculum. Of primary importance are the following chapters:

Chapter 421, *Standards for Certification*

Chapter 427, *Training Facility Certification*

Chapter 435, *Fire Fighter Safety*

Chapter 437, *Fees*

Chapter 459, *Minimum Standards for Fire and Life Safety Educator Certification*

These chapters do not address every issue that could impact this curriculum; therefore, the Course Instructor is encouraged to become familiar with the TCFP Standards Manual.

### Descriptions of Certification Levels

For additional information, see Chapter 421 of the Texas Commission on Fire Protection Standards Manual for Fire Protection Personnel.

**CHAPTER THIRTEEN  
FIRE AND LIFE SAFETY EDUCATOR II  
CURRICULUM OUTLINE**

<b>LEVEL II</b>		
<b>SECTION</b>	<b>SUBJECT</b>	<b>RECOMMENDED HOURS</b>
1302-5.1	General Requirements	12
1302-5.2	Administration	6
1302-5.3	Planning and Development	2
1302-5.4	Education	16
1302-5.5	Evaluation	4
1302	Performance Skills*	8
	<b>TOTAL RECOMMENDED HOURS</b>	<b>48</b>

\*The recommended hours for skills evaluation is based on 12 students. Actual hours needed will depend on the number of students, the number of examiners, availability of equipment, and the student skill level.

## REFERENCE LIST FOR THE FIRE AND LIFE SAFETY EDUCATOR II CURRICULUM

Certified Training Facilities approved to teach this curriculum must have the following reference materials:

### Required References

*Certification Curriculum Manual for Fire Protection Personnel*, Austin, TX: Texas Commission on Fire Protection

*Fire and Life Safety Educator* (3<sup>rd</sup> ed.) (2011). Stillwater, OK: International Fire Service Training Association.

*Fire and Life Safety Educator: Principles and Practice* (2<sup>nd</sup> ed.) (2018). Giesler, Marsha P. Burlington, MA: Jones and Bartlett Learning.

*NFPA 1035: Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications* (2015 ed.). Quincy, MA: National Fire Protection Association NFPA Publications.

*Standards Manual for Fire Protection Personnel*, Austin, TX: Texas Commission on Fire Protection