

Emergency Services Response Training 10, 20

Locally Developed Course

Acknowledgements

This locally developed course has been prepared by educators from the Prince Albert Catholic and Saskatchewan Rivers School Divisions in partnership with representatives from the Ministry of Saskatchewan Government Relations.

The members of the working group are:

Cory Trann, Principal, Saskatchewan Rivers School Division
Mark Phaneuf, Principal, Prince Albert Catholic School Division
J. D. Lloyd, Emergency Services Officer, Ministry of Saskatchewan Government Relations
Tyson Fetch, Teacher, Saskatchewan Rivers School Division
Trevor Miller, Teacher, Prince Albert Catholic School Division
Robert Tessier, Vice-Principal, Prince Albert Catholic School Division
Carla Penner Henry, Consultant, Saskatchewan Rivers School Division
Brian Linn, Consultant, Saskatchewan Rivers School Division
Delphine Melchert, Program Coordinator, Ministry of Saskatchewan Government Relations

Introduction

The rationale of the course is to provide youth with professional training that would prepare them for employment in the public safety area as well as encourage them to participate in volunteer public safety areas within their community as adults, enhancing the community based volunteer emergency services capacities.

Students will have the opportunity to

- explore career options in the public safety area
- develop skills in order to transition from high school directly to the work force
- develop personal knowledge and skills in order to engage in the safety initiatives of their local community

The 10 and 20 courses are each comprised of a 100-hour theory component that is recognized for credit. Students are encouraged to participate in the additional co-curricular hours which are recognized for the following certifications:

- Saskatchewan Fire Fighter - Level 1
- St. John Ambulance - Standard First Aid, CPR-C and AED
- Saskatchewan Emergency Vehicle Operations - Level 1
- Incident Command System (ICS) - Levels 100 and 200
- Search and Rescue Saskatchewan Association of Volunteers (SARSAV) - Basic Rescuer

The outcomes and indicators required for certification are in italics and highlighted with an asterisk.

Broad Areas of Learning (BAL)

The core curriculum principles that will help students achieve the knowledge, skills, and attitudes are represented in the three Broad Areas of Learning

1. Building Lifelong Learners
2. Building a Sense of Self, Community, and Place
3. Building Engaged Citizens

Cross-Curricular Competencies (CCC)

The Cross-Curricular Competencies (as they contain understandings, values, skills and processes) will be considered developing:

- Thinking (thinking and learning contextually, creatively and critically)
- Identity and Interdependence
- Literacy
- Social Responsibility

Aims and Goals

- *Establish course components which promote personal growth both as an individual and as a team member*
- *Furnish a detailed program of practical skills training and experience.*
- *Provide a structured learning environment introducing students to the working culture of the fire service and other emergency response groups.*
- *Deliver the educational components necessary for students to achieve recognized certifications in emergency services skills.*

Methods

The overall framework for the Emergency Services Response Training Course will reflect these three Career Education goals:

1. All students will develop career management competencies through an exploration of personal change and growth
2. All students will explore the connections between learning and work pathways and their connections to community
3. All students will engage in inquiry to construct a personal work and life plan

Students require varying degrees of support. There is a need to ensure student success based on experiences that enable students to achieve to their potential. Varying strategies and applying different levels of assistance can make the difference for students.

Effective teacher pedagogy is essential to success. An effective program teaches students how to use critical learning strategies. The reinforcement of these strategies will occur through the cycle of:

- Introduce and explain the purpose of the knowledge skill or strategy
- Demonstrate and model its use
- Provide guided practice for students to apply the skill or strategy with feedback
- Allow students to apply the skill or strategy
- Reflect regularly on uses of the strategy
- Assess student ability to transfer skill/strategy

An inquiry oriented approach to ensure building on student successes will include the following strategies:

- Short, manageable performance tasks
- Reinforce meta-cognitive strategies
- Relevant performance tasks and lessons
- Encourage risk-taking
- Celebrate all successes
- Goal and Assessment oriented

Module Overview Chart

Fire Safety 10

Modules	Suggested Time (Hours)
Module 1: Fire Safety 10	40
Module 2: Drill and Department 10	5
Module 3: Personal Development 10	10
Module 4: Emergency Medical Service (EMS) – First Aid 10	15
Module 5: Incident Command System 10	5
Module 6: Communications 10	5
Module 7: Search and Rescue 10	5
Module 8: Wild-Fire Fighting 10	5
Module 9: Police Security 10	3

Fire Safety 20

Modules	Suggested Time (Hours)
Module 10: Fire Safety 20	48
Module 11: Drill and Department 20	5
Module 12: Personal Development 20	10
<i>Module 13: Emergency Vehicle Operations 20</i>	5
<i>Module 14: Incident Command Systems 20</i>	5
Module 15: Communications 20	4
Module 16: Logistics 20	5
Module 17: Public Safety Education 20	5

Module 1: Fire Safety 10

Suggested Time: 40 hours

Outcome

Indicators

Demonstrate an understanding of fire fighting theory

- a. Identify the chemical and physical properties of fire in various materials and combinations of materials.
- b. Identify the physical properties of extinguishing agents
- c. Identify correct selection of extinguishing agents base on fuel(s) burning

Apply knowledge of fire behaviour to determine the appropriate methods to extinguish fires.

- a. Identify the function and use of different extinguishing agents.
- b. Identify effective methods for delivering extinguishing agents
- c. Identify the limitations of extinguishing agents

Demonstrate knowledge of the process used to select fire suppression methods and techniques.

- a. Identify the deployment techniques required for different extinguishing agents
- b. Identify correct fire fighting attack techniques based on fuel type(s) and quantity.
- c. Identify the role of building construction in the selection of fire fighting strategies
- d. Identify the limitations of municipal water distribution systems

Identify the range and application of life safety measures required in fire fighting

- a. Identify the role and function of a fire service safety officer
- b. Identify the safety practices to be used by fire fighters
- c. Identify the limitations of fire fighting protective clothing and equipment

Develop practical skills associated with fire fighting

- a. Identify, explain and demonstrate the proper selection and use fire fighting personal protective equipment and clothing.
- b. Select and use appropriate hand and small tools to complete fire fighting support tasks
- c. *As part of a team select and deploy appropriate hoses, nozzles and appliances for fire suppression **

Module 2: Drill and Deportment 10

Suggested Time: 5 hours

Outcome

Demonstrate understanding of the purpose of proper deportment as it relates to emergency services

Indicators

- a. Develop personal skills in order to work effectively as a member of a team
- b. Identify the components of the fire service chain-of-command.
- c. Demonstrate knowledge of fire and emergency services history and tradition.

Module 3: Personal Development 10

Suggested Time: 10 hours

Outcome

Develop abilities to maintain a positive self image and positive relationships in one's life and work

Indicators

- a. Describe and analyze how individual characteristics such as interests, gifts, skills, values, level of physical fitness, beliefs, and attitudes contribute to achieving personal, social, educational, and professional goals
- b. Assess one's own personal characteristics and apply those that contribute positively to achievement of personal goals
- c. Integrate personal skills such as time management, problem solving, stress management, and life/work balance into one's life
- d. Practise helping in situations one feels comfortable with and wishes to contribute in relationships with others
- e. Identify the skills, knowledge and attitudes needed to work effectively with and for others

Module 4: Emergency Medical Service (EMS) – First Aid 10

Suggested Time: 15 hours

Outcome

Investigate ambulance and other emergency medical services in Saskatchewan.

*Develop practical skills associated with standard first aid, CPR and AED**

Indicators

- a. Identify skills that are common to all emergency medical services *including responder life safety hazard identification, primary casualty assessment and provision of basic lifesaving skills and techniques.*
- a. *Gain certification in Standard First Aid, CPR and in the use of automatic external defibrillators (AED).**
- b. *Demonstrate first aid skills in mock emergency injury simulation**

Module 5: Incident Command System 10

Suggested Time: 5 hours

Outcome

Understand the incident command system (ICS) and apply understanding of how incident command works (ICS 100 & 200)

Indicators

- a. Identify the structural components of the Incident Command System (ICS).
- b. Apply ICS to the management of a mock emergency situation
- c. Demonstrate the ability to work as part of a team within the ICS structure.**

Module 6: Communications 10

Suggested Time: 5 hours

Outcome

Understand operation of mobile radio communication devices.

Indicators

- a. Identify the three classes of emergency communications (radio/telecommunications, interpersonal, written/data).
- b. Apply knowledge of emergency communications to select the appropriate method for use in varying emergency situations
- c. Demonstrate use of the phonetic alphabet, effective plain-language communications and the LCAN (Location, Conditions, Actions, Needs) system.

*Develop practical radio communications skills**

- a. Gather information and compose messages as part of a mock emergency situation **
- b. Participate successfully as an emergency communicator transmitting and receiving radio, interpersonal and written messages in a mock emergency situation**

Module 7: Search and Rescue 10

Suggested Time: 5 hours

Outcome

Demonstrate understanding of the organization and functions of a Search and Rescue organization.

*Demonstrate skills to achieve Saskatchewan qualification as a Basic Searcher.**

Indicators

- a. Identify the components and organization of search and rescue operations in Saskatchewan
- b. Identify the skills and knowledge required by Basic level search and rescue volunteers.

*a. Complete successfully the Search And Rescue Saskatchewan Association of Volunteers (SARSAV) Basic Searcher course.**

*b. . Participate successfully in a mock emergency search and rescue exercise under supervision of senior SAR personnel.**

Module 8: Wild-Fire Fighting 10

Suggested Time: 5 hours

Outcome

Demonstrate understanding of the fire dynamics and fire hazards associated with the urban/wildland interface fires.

Indicators

a. Identify the chemical and physical properties of fire in various materials and combinations of materials found in wildland/urban interface zone.

b. Demonstrate the knowledge of the causes of wildland/urban interface fires

c. Apply elements of the FireSmart wildfire protection system to a simulated wildland/urban interface risk simulation.

Module 9: Police Security 10

Suggested Time: 3 hours

Outcome

Investigate the police and security services provided in Saskatchewan.

Indicators

a. Identify the different roles of police services, bylaw enforcement officers and private security providers.

b. Demonstrate knowledge of the laws, bylaws and regulations governing police services, municipal bylaw enforcement and private security services.

- c. Participate in “ride along” or other experience-based program and identify the public service/assistance components of the work of peace officers and/or security personnel.

Module 10: Fire Safety 20

Suggested Time: 50 hours

Outcome

Demonstrate an *advanced* understanding of fire fighting theory and practice

Indicators

- a. Identify the types and classification of fires associated with common fuel materials.
- b. Apply knowledge of fire classification to plan an effectively fire attack strategy.
- c. Plan the deployment of a fire attack strategy, identifying the command and suppression functions of all officers and fire fighters involved.

Demonstrate knowledge of engine company tactics and procedures in the areas of fire suppression, ventilation, forcible entry and water supply techniques.

- a. Apply knowledge of building construction in the selection and placement of hand lines and master stream appliances
- b. Use knowledge of fire development to select correct ventilation techniques to aid in fire control
- c. Determine correct laddering techniques based on knowledge of building construction and fire conditions.
- d. Apply knowledge of building construction to select correct methods of forcible entry

Demonstrate understanding of fire ground safety practices and procedures

- a. Apply knowledge of fire ground safety requirements to select correct personal protective clothing and equipment based on assigned tasks
- b. Identify correct actions to be taken in MAYDAY situations.
- c. Identify the correct rescue and carry techniques based on location and type of emergency requiring rescue.
- d. Apply fire ground awareness skills to identify hazards

*Demonstrate proficiency in the practical skills associated with fire fighting**

a. *Effectively use Personal Protective Equipment in controlled hazardous situations and environments. **

b. *Execute successful fire suppression evolutions in controlled live-fire scenarios. **

c. *Complete successfully all evaluation requirements for certification as a Saskatchewan Fire Fighter - Level 1**

Module 11: Drill and Deportment 20

Suggested Time: 5 hours

Outcome

Apply an understanding of the roles and purposes of leadership in the emergency services

Indicators

a. Develop personal skills in order to work effectively as a leader of a team

b. Identify the discrete roles and duties of all positions in the fire service chain-of-command.

*Demonstrate leadership skills in practical evolutions on the fire training ground**

a. *Lead students of Fire Safety 10 effectively in practical evolutions on the fire training ground. **

Module 12: Personal Development 20

Suggested Time: 10 hours

Outcome

Investigate and plan the steps required to apply successfully for work in the area of emergency services.

Indicators

a. Explore the educational and training requirements of roles in the workforce related to emergency services.

b. Develop a list of transferable skills (e.g., communication, dependability, personal responsibility and accountability, independent learning, punctuality, critical thinking, conflict resolution.)

c. Explain why personal skills and attitudes are important to success in the workplace.

d. Demonstrate the ability to access job opportunities through a variety of forms of media and job seeking techniques

- e. Demonstrate the ability to complete application forms
- f. Write a cover letter
- g. Demonstrate competence in a role play of a typical job interview

Module 13: Emergency Vehicle Operations 20

Suggested Time: 5 hours

Outcome	Indicators
Demonstrate knowledge of safe emergency vehicle operations	<ul style="list-style-type: none"> a. Demonstrate knowledge of the Saskatchewan Traffic Safety Act and related acts and regulations b. Research provincial, national and international emergency services-related traffic incident/injury/fatality situations. c. Apply knowledge of safe emergency vehicle operations to table-top exercises.
<i>Gain certification in emergency vehicle operation*</i>	<ul style="list-style-type: none"> a. <i>Complete successfully the Saskatchewan Emergency Vehicle Operators (SEVO) training course. (Open only to drivers with a valid Class 5 license - this course to be provided to students at any class level based on possession of a valid driver's license)*</i>

Module 14: Incident Command System 20

Suggested Time: 5 hours

Outcome	Indicators
Understand the incident command system (ICS) command structures. (ICS 300)	<ul style="list-style-type: none"> a. Identify the command and control duties of section leaders in the Incident Command System (ICS).
<i>Apply an advanced understanding of the Incident Command System (ICS 300)*</i>	<ul style="list-style-type: none"> a. <i>Apply the structural components of the Incident Command System (ICS).*</i> b. <i>Apply ICS to the management of a mock emergency situation in a section leadership role.. *</i> c. <i>Demonstrate leadership abilities as part of a team within the ICS structure.*</i>

Module 15: Communications 20

Suggested Time: 4 hours

Outcome

Apply effective emergency communication skills

Indicators

- a. Create a communications Standard Operating Procedures (SOP's) for use during fire training ground exercises and evaluations.
- b. Instruct students of Fire Safety 10 in the effective use of emergency communications SOP's and equipment.

Module 16: Logistics 20

Suggested Time: 5 hours

Outcome

Demonstrate an understanding of how emergency services logistics work.

Indicators

- a. Identify the goals of effective emergency services logistics.
- b. Create a logistics plan for a simulated emergency situation.
- c. Compare the logistics management system used in ICS with other established logistics systems.

*Apply knowledge of logistics systems and material handling**

- a. *Participate successfully in materials handling safety training.**
- b. *Work in logistics centre under mentorship of logistics staff successfully completing intake, release and deficiency identification operations.**

Module 17: Public Safety Education 20

Suggested Time: 5 hours

Outcome

Identify a public fire/life safety risk and identify available public education program support materials

Indicators

- a. Identify local fire/life safety concerns.
- b. Apply knowledge of fire/life safety public education techniques to a specific identified concern.

Develop and implement a plan to address the need

- a. Develop a fire safety public education plan to address an identified local fire/life safety concern

- b. Deploy successfully public education information to an identified group at risk.

Assessment

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching.

Assessment involves the systematic collection of information about student learning with respect to:

- Achievement of local curricula outcomes
- Effectiveness of teaching strategies employed
- Student self-reflection on learning.

Evaluation compares assessment information against criteria based on course outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of course outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning and inform instructional practices and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning and monitoring of her/his own progress and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to course outcomes
- occurs at the end of a learning cycle, using a variety of tools
- provides the foundation for discussions on placement or promotion.

Assessment Strategies

Assessment Of Student Learning

- ✓ ongoing
- ✓ informal
- ✓ anecdotal
- ✓ assessment FOR learning
- ✓ practice
- ✓ correct mistakes

Research on Effective Assessment

- the provision of effective feedback to students
- the active involvement of students in their own learning
- adjusting teaching to take into account of the results of assessment
- recognition of the profound influence assessment has on motivation and self-esteem
- the need for students to be able to assess themselves and understand how to improve (Black & William 1998)

Instruction

- ✓ students bring different knowledge and experience to school
- ✓ students learn at different rates
- ✓ students learn in different ways

Assessment Considerations

- ✓ not all students are able to demonstrate their learning in the same way
- ✓ not all students respond the same way to test pressure
- ✓ some students need more scaffolding than others

Damian Cooper's Eight Big Ideas:

1. Assessment serves different purposes at different times: it may be used to find out what students already know and can do; it may be used to help students improve their learning; or it may be used to let students, and their parents, know how much they have learned within a prescribed period of time.

2. Assessment must be planned and purposeful.
3. Assessment must be balanced, including oral, performance, and written tasks, and be flexible in order to improve learning for all students.
4. Assessment and instruction are inseparable because effective assessment informs learning.
5. For assessment to be helpful to students, it must inform them in words, not numerical scores or letter grades, what they have done well, what they have done poorly, and what they need to do next in order to improve.
6. Assessment is a collaborative process that is most effective when it involves self, peer and teacher assessment.
7. Performance standards are an essential component of effective assessment.
8. Grading and reporting student achievement is a caring, sensitive process that requires teachers' professional judgment.

Rick Stiggins' Seven Strategies of Assessment for Learning :

1. Provide a clear and understandable vision of the learning target
 2. Use examples and models of strong and weak work
 3. Offer regular descriptive feedback
 4. Teach students to self-assess and set goals
 5. Design lessons to focus on one aspect of quality at a time
 6. Teach students focused revision
 7. Engage students in self-reflection and let them keep track of and share their learning.
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Resources

Essentials of Fire Fighting

International Fire Service Training Association

Guiding Circles: An Aboriginal Guide to Finding Career Paths

Authors: McCormick, Rod, Amundson, Norm, and Poehnell, Gray

Ready for Work: The Middle Years, Building Work-Readiness Skills

Saskatchewan Ministry of Advanced Education,
Employment and Labour
1945 Hamilton Street
Regina SK S4P 2C8
Website: www.aeel.gov.sk.ca

Blueprint for Life/Work Designs see www.blueprint4life.ca