Emergency Services Response Training 10L

Locally Developed Course

Acknowledgements

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.

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 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
- Red Cross Standard First Aid, CPR-C and AED
- Saskatchewan Emergency Vehicle Operations - Level 1
- Incident Command System (ICS) - Level 100
- 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.

Prerequisite Requirement

Emergency Services Response Training 10L, 20L and 30L are a prerequisite series and are to be taken sequentially.
Emergency Services Response Training 10L and 20L are the prerequisite courses for First Responder 30L.

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. **Lifelong Learners**
   In the course of learning during Practical and Applied Arts classes, students will gain a positive sense of identity and efficacy through development of practical skills and knowledge. Practical and Applied Arts are closely related to careers found in Saskatchewan and, therefore, are directly connected to lifelong learning, whether in a professional career or through hobbies and personal interests.

2. **Sense of Self, Community, and Place**
   To engage in the Practical and Applied Arts, students not only need to use knowledge and skills but also must interact with each other. Through the Practical and Applied Arts, students learn about themselves, others, and the world around them. They use their new understanding and skills to explore who they are, who they might become, and how they can contribute to the larger community in which they live. Practical and Applied Arts programming should vary by school to reflect the community at large. Community projects play a key role in Practical and Applied Arts programming and connect the school more closely to the community.

3. **Engaged Citizens**
   Engaged citizens have empathy for those around them and contribute to the well-being of the community as a whole. Practical and Applied Arts students learn how new skills and abilities enable them to make a difference in their personal lives as well as in their family and community. Skills and abilities gained in Practical and Applied Arts classes build a sense of confidence which encourages students to participate effectively in their world.

Cross-Curricular Competencies (CCC)

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

- **Developing Thinking** (thinking and learning contextually, creatively and critically)
  Learners construct knowledge through application of prior experiences in their lives to new contexts. Practical and Applied Arts not only present new contexts but present them in real world situations. For example, students will solve problems, test hypotheses, design models, and analyze products during Practical and Applied Arts classes.

- **Developing Identity and Interdependence** (understanding, valuing, and caring for oneself, others, society)
  Developing identity includes exploring career opportunities through the Practical and Applied Arts. As students gain experience in various Practical and Applied Arts classes, they create a sense of efficacy to contribute not only to their own well-being but also to those around them. The Practical and Applied Arts provide effective interaction between students, as well as opportunities to contribute skills and abilities to the larger community.

- **Developing Literacies** (exploring, interpreting, understanding and communicating meaning of the world using various literacies)
  Literacies provide many ways to express a personal understanding of the world. Literacy in the world of this Practical and Applied Arts can mean interpreting symbols (WHMIS). The use of technology to communicate ideas and information is key to many of the Practical and Applied Arts.

- **Developing Social Responsibility** (u*sing moral reasoning processes; engaging in communitarian thinking and dialogue ; taking social action)*
  Contributing positively to one's natural, social, and constructed environments underlies the knowledge and skills developed through the Practical and Applied Arts. Individual interests and talents can be nurtured through the Practical and Applied Arts and directed toward contributions to the community. Projects including teamwork, consensus building, and diversity enhance the development of social responsibility.

Aim and Goals for Practical and Applied Arts

Aim of PAA:
The Aim of PAA is to provide life skills to prepare students to participate as family members, community members, citizens, consumers, and producers in Canadian society.

Goals of PAA:
- Engaging students in a balance of theory and practice for lifelong learning.
- Supporting career development by providing opportunities for career awareness, exploration, and experience.
- Providing industry standard learnings to assist students to access post-secondary education, training, and employment.
- Developing the skills needed to enter, stay in, and progress in the world of work.

Purpose and Areas of Focus for Emergency Services Response Training

The purpose of Emergency Services Response Training 10L and 20L is to provide students with opportunities to acquire knowledge and develop skills used in emergency services and to become familiar with career opportunities within the industry.

The Areas of Focus for Emergency Services Response Training are to:

- provide a structured learning environment introducing students to the working culture of the fire service and other emergency response groups
- establish course components which promote personal growth both as an individual and as a team member
- provide the educational components necessary for students to achieve recognized certifications in emergency services skills
- develop technical skills in emergency services response
- provide industry standard learnings to assist students to transition from high school directly to the work force, access post-secondary education, training
- explore career options in the public safety area
- develop personal knowledge and skills in order to engage in the safety initiatives of the local community

Teaching Methods

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:

- Introducing and explaining the purpose of the knowledge skill or strategy
- Demonstrating and modeling its use
- Providing guided practice for students to apply the skill or strategy with feedback
- Allowing students to apply the skill or strategy
- Reflecting regularly on uses of the strategy
- Assessing 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

Inquiry

A few examples of questions to move students' inquiry towards deeper understanding:
- Which elements of ESRT will produce more effective responses to critical situations in your community?
- Why is it important to build capacity within communities?
- What community needs can be met by applying these skills?
- What are possible career options in the public safety area?
- Am I a fit for this area?
- Which skills do I need to in order to transition from high school directly to the work force
- Why is it important to develop personal knowledge and skills in order to engage in the safety initiatives of the local community?

Module Overview Chart

Emergency Services Response Training 10L

Modules	Suggested Time (Hours)
Module 1: Fire Safety 10	35
Module 2: Drill and Deportment 10	7
Module 3: Career Exploration 10	10
Module 4: Emergency Medical Service (EMS) – First Aid 10	10
Module 5: Communications 10	10
Module 6: Search and Rescue 10	10
Module 7: Wild-Fire Fighting 10	10
Module 8: Police Security 10	3
Module 9: Public Safety Education 10	5

Emergency Services Response Training 20L

Modules	Suggested Time (Hours)
Module 10: Fire Safety 20	48
Module 11: Drill and Deportment 20	5
Module 12: Career Investigation 20	15
Module 13: Incident Command System 20	5
Module 14: Communications 20	10
Module 15: Logistics 20	7
Module 16: Public Safety Education 20	10

Emergency Services Response Training 30L

Modules	Suggested Time (Hours)
Module 17: Fire Safety 30	42
Module 18: Drill and Deportment 30	10
Module 19: Personal Development 30	15
Module 20: Fire Service Instructor 30	15
Module 21: Incident Command Systems 30	5
Module 22: Emergency Vehicle Operations 30	8
Module 23: Police Security 30	5

Module 1: Fire Safety 10

Suggested Time: 40 hours

Outcome

Indicators

ESRT10.1 Demonstrate an understanding of fire fighting theory.

a. Identify the chemical and physical properties of fire in various materials and combinations of materials.

b. Explain the physical properties of extinguishing agents.

c. Justify the correct selection of extinguishing agents base on fuel(s) burning.

ESRT10.2 Apply knowledge of fire behaviour to determine the appropriate methods to extinguish fires.

a. Identify the function and use of different extinguishing agents.

b. Demonstrate effective methods for delivering extinguishing agents.

c. Recognize the limitations of extinguishing agents and apply the correct agent.

ESRT10.3 Demonstrate knowledge of the process used to select fire suppression methods and techniques.

a. Identify the deployment techniques required for different extinguishing agents.

b. Employ the correct fire fighting attack techniques based on fuel type(s) and quantity.

c. Investigate the role of building construction in the selection of fire fighting strategies.

d. Differentiate the limitations of municipal water distribution systems.

ESRT10.4 Compare the range and application of life safety measures required in fire fighting.

a. Investigate the role and function of a fire service safety officer

b. Identify the safety practices to be used by firefighters.

c. Inspect the limitations of fire fighting protective clothing and equipment.

ESRT10.5 Demonstrate practical skills associated with fire fighting.

a. Perform the proper selection and use of fire fighting personal protective equipment and clothing.

b. Justify the selection of the appropriate hand and small tools to complete fire fighting support tasks

c. Operate appropriate hand and small tools to complete fire fighting support tasks

d. *As part of a team select and deploy appropriate hoses, nozzles and appliances for fire suppression* *****

Module 2: Drill and Deportment 10

Suggested Time: 7 hours

Outcome	Indicators
ESRT10.6 Demonstrate understanding of the purpose of proper deportment as it relates to emergency services.	a. Explain the importance of adopting the norms and developing the personal skills in order to work effectively as a member of a team.
	b. Analyze the components of the fire service chain-of-command.
	c. Demonstrate knowledge of fire and emergency services history and tradition.

Module 3: Career Exploration 10

Suggested Time: 10 hours

Outcome	Indicators
ESRT10.7 Investigate career paths related to various Emergency Services disciplines and sub-disciplines.	a. Create a representation of connections between various career paths in emergency services.
	b. Explore the breadth of emergency services related roles and who is engaged in those work roles in the community.
	c. Develop a profile of a specific individual in an emergency services career addressing such factors as their educational and personal background, what drew them to their career, the focus of their work and their advice for others who wish to pursue a similar career.
	d. Research the range of emergency services programs offered by post-secondary institutions in Saskatchewan and across the country.

e. Research the educational qualifications of people engaged in emergency services careers.

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

Suggested Time: 10 hours

Outcome	Indicators
ESRT10.8 Investigate ambulance and other emergency medical services in Saskatchewan.	a. Compare 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.
Develop practical skills associated with standard first aid, CPR and AED*	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: Communications 10

Suggested Time: 10 hours

Outcome	Indicators
ESRT10.9 Demonstrate operation of mobile radio communication devices.	a. Utilize 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 6: Search and Rescue 10

Suggested Time: 10 hours

Outcome	Indicators
ESRT10.10 Demonstrate understanding of the organization and functions of a Search and Rescue organization (Basic Searcher).	a. Identify the components and organization of search and rescue operations in Saskatchewan. b. Implement the components and organization of search and rescue operations in Saskatchewan. c. Apply the skills and knowledge required by Basic level search and rescue volunteers.
Demonstrate skills to achieve Saskatchewan qualification as a Basic Searcher.*	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 7: Wild-Fire Fighting 10

Suggested Time: 10 hours

Outcome	Indicators
ESRT10.11 Demonstrate understanding of the fire dynamics and fire hazards associated with the urban/wild land interface fires.	a. Describe the chemical and physical properties of fire in various materials and combinations of materials found in wild land/urban interface zone. b. Demonstrate the knowledge of the causes of wild land/urban interface fires. c. Apply elements of the FireSmart wildfire protection system to a simulated wild land/urban interface risk simulation.

Module 8: Police Security 10

Suggested Time: 3 hours

Outcome	Indicators
ESRT10.12 Investigate the police and security services provided in Saskatchewan.	a. Recognize 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. Report about the experience of a "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 9: Public Safety Education 10

Suggested Time: 10 hours

Outcome	Indicators
ESRT10.13 Demonstrate understanding of the purpose of public education as it relates to fire prevention.	a. Analyze the most effective method of communicating the annual National Fire Safety Topic to the local community. a. Implement/demonstrate the most effective method of communicating the annual National Fire Safety Topic to the local community.

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 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.

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

Ongoing Plans for Evaluation of the Locally Developed Course

Feedback will be solicited from Teachers and Students on an ongoing basis to identify possible shortcomings as well as successes to determine if the course is meeting the needs of Students.

- What successes were experienced in the teaching of this course?

- What challenges were experienced in the teaching of this course?

- Did the course meet the needs of students?

- How might successes identified be enhanced? What supports might be required?

- How might challenges identified be overcome? What supports might be required?

- What revisions, additions, deletions, would you recommend be made to this course as currently developed? Explain