

# Emergency Services Response Training 20L

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 Public 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 Public 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 Public School Division

Brian Linn, Consultant, Saskatchewan Rivers Public School Division

Delphine Melchert, Program Coordinator, Ministry of Saskatchewan Government Relations

Maureen Taylor, Superintendent, Saskatchewan Rivers Public School Division

Randy Emmerson, Superintendent, Saskatchewan Rivers Public School Division

Hélène Préfontaine, Superintendent, Prince Albert Catholic School Division

## 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** (*using 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.

<b>Aim and Goals for Practical and Applied Arts</b>
---

**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 Department 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 Department 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 Department 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 10: Fire Safety 20

*Suggested Time: 48 hours*

### Outcome

### Indicators

ESRT20.1 Demonstrate an *advanced* understanding of fire fighting theory and practice

- a. Classify the types 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.

ESRT20.2 Demonstrate knowledge of engine company tactics and procedures in the areas of:

- fire suppression,
- ventilation,
- forcible entry;
- 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.

ESRT20.3 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. Differentiate correct actions to be taken in MAYDAY situations.
- c. Perform correct actions to be taken in MAYDAY situations.
- d. Explain the correct rescue and carry techniques based on location and type of emergency requiring rescue.
- e. 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 Department 20**

***Suggested Time: 5 hours***

#### **Outcome**

ESRT20.4 Demonstrate an understanding of the roles and purposes of leadership in the emergency services

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

#### **Indicators**

- a. Apply personal skills in order to work effectively as a leader of a team.
- b. Differentiate the discrete roles and duties of all positions in the fire service chain-of-command.

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

### **Module 12: Career Investigation 20**

***Suggested Time: 15 hours***

#### **Outcome**

ESRT20.5 Investigate and plan the steps required to apply successfully for work in the area of emergency services.

#### **Indicators**

- a. Identify emergency services career options locally, regionally and nationally.
- b. Examine the educational and training requirements of roles in the workforce related to emergency services.
- c. Analyze a specific emergency services career in terms of personal suitability, using criteria such as:
  - the training program,
  - the work that graduates of this program are trained to do,
  - the types of facilities in which graduates of this program are employed,
  - typical hours and shifts worked,
  - current wages received in Saskatchewan,
  - physical and mental stresses experienced,
  - workplace hazards and safety considerations,

- other professionals they interact with,
  - continuing education requirements, and
  - professional and/or licensing requirements in Canada and Saskatchewan.
- d. Develop a list of transferable skills (e.g., communication, dependability, personal responsibility and accountability, independent learning, punctuality, critical thinking, conflict resolution.)
  - e. Explain why personal skills and attitudes are important to success in the workplace.
  - f. Demonstrate the ability to access job opportunities through a variety of forms of media and job seeking techniques.
  - g. Demonstrate the ability to complete application forms.
  - h. Write a cover letter.
  - i. Demonstrate competence in a role play of a typical job interview.

### Module 13: Incident Command System 20

*Suggested Time: 5 hours*

#### Outcome

ESRT20.6 Understand the incident command system (ICS) and apply understanding of how incident command works (ICS 100)

#### 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 14: Communications 20

*Suggested Time: 10 hours*

#### Outcome

ESRT20.7 Perform 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.

## Module15: Logistics 20

*Suggested Time: 7 hours*

### Outcome

ESRT20.8 Demonstrate an understanding of how emergency services logistics work.

*Apply knowledge of logistics systems and material handling\**

### 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.

- 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 16: Public Safety Education 20

*Suggested Time: 10 hours*

### Outcome

ESRT20.9 Identify a public fire/life safety risk and identify available public education program support materials.

ESRT20.10 Develop and implement a plan to address the need.

### Indicators

- a. Appraise a local fire/life safety concerns (i.e. need articulated in the Annual National Fire Prevention campaign.)
- b. Apply knowledge of fire/life safety public education techniques to a specific identified concern.

- 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 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.

## 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](http://www.aeel.gov.sk.ca)

**Blueprint for Life/Work Designs see [www.blueprint4life.ca](http://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