

Emergency Services Response Training 30

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.

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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 30 course is 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:

- Standard for Fire Fighter Professional Qualifications - Level 1 & 2
- Standard for Fire Service Instructor Professional Qualifications
- Incident Command System (ICS) – Level 200

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:

a. 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.

- b. **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.
- c. **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.
- d. **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.

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 30L 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

At the end of the 30 level course students would receive

- Level II Certification from the International Fire Service Accreditation Congress.

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

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

Suggested Time: 42 hours

Outcome

Indicators

ESRT30.1 Investigate the specialized life safety and first aid procedures applicable in the fire service

- a. Identify correct first aid procedures to use in the fire ground environment.
- b. Apply standard first aid knowledge and skills for specific fire fighting-related injuries and medical conditions.
- c. Investigate long and short-term health injuries and impairments commonly suffered by fire fighters
- d. Analyze the importance of effective workplace preventative health programs for fire fighters.

ESRT30.2 Demonstrate knowledge required for international fire fighter certification.

- a. Investigate fire fighting theory and practices.
- b. Apply knowledge of National Fire Protection Association (NFPA) standards governing fire fighting and emergency services.
- c. Demonstrate ability to apply NFPA standards to specific fire fighting practices and procedures.

*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 18: Drill and Department 30

Suggested Time: 5 hours

Outcome

ESRT30.3 Develop and deliver task-specific training sessions

Indicators

- a. Identify team training needs.
- b. Develop plans to meet identified needs.
- c. Deliver appropriate training to meet identified needs.
- d. Evaluate the effectiveness and success of training sessions.

Module 19: Personal Development 30

Suggested Time: 15 hours

Outcome

ESRT30.4 Assess one's abilities to maintain a positive self-image and positive relationships in one's life and work

Indicators

- a. Analyze how the development of personal habits and engaging in experiences that maintain or improve one's mental health support stress management.
- b. Compare and contrast experiences related to the development of one's physical health and its impact on life and work balance.
- c. Envision one's life and work management strategies by developing a time organizing system to support life and work balance.

Module 20: Fire Service Instructor 30

Suggested Time: 13 hours

Outcome

ESRT30.5 Appraise effective instructional strategies suited to the emergency services.

Indicators

- a. Identify the needs of learners in the emergency services.
- b. Critique the most effective teaching methods for emergency services students.
- c. Demonstrate the ability to select and employ the most appropriate teaching strategy for each group of emergency services learners.

ESRT30.6 Determine the proper physical setting based on material being taught.

- a. Identify the factors used to determine appropriate classroom settings.

- b. Demonstrate ability to adapt classroom or other learning space based on lesson plan.
- c. Assess the appropriateness of in-class teaching materials, audio-visual resources and additional staff needs based on lesson plan.

ESRT30.7 Employ presentation skills to effectively deliver a pre-prepared lesson plan

- a. Justify the appropriate teaching method for the material being taught.
- b. Demonstrate presentation skills which effectively support learning.
- c. Critique and adapt teaching methods based in individual learner's needs.

*Conduct appropriate theory and practical skills testing.**

- a. *Identify the appropriate evaluation tools based on the lesson plan.**
- b. *Demonstrate the ability to conduct written, verbal and practical skills testing.**
- c. *Identify the ethical standards for conducting evaluations.**

Module 21: Incident Command System 30

Suggested Time: 5 hours

Outcome

Indicators

ESRT30.8 Implement the incident command system (ICS) command structures. (ICS 200)

- a. Dramatize the command and control duties of section leaders in the Incident Command System (ICS).
- b. Use the correct documentation and procedures

*Apply an advanced understanding of the Incident Command System (ICS 200)**

- a. *Apply the structural components of the Incident Command System (ICS).**
- b. *Apply ICS to the management of a mock emergency situation in a section leadership role..**
- c. *Demonstrate leadership abilities as part of a team within the ICS structure.**

Module 22: Emergency Vehicle Operations 30

Suggested Time: 5 hours

Outcome	Indicators
ESRT30.9 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 23: Police Security 30

Suggested Time: 5 hours

Outcome	Indicators
ESRT30.10 Investigate the policing/security challenges facing youth in the community.	<ul style="list-style-type: none">a. Investigate local youth-related issues requiring police/security services intervention.b. Examine existing police/security service and preventative programs which assist youth in the community.c. Consolidate information gathered directly from youth in the community in order to defend the need for additional/redesigned intervention programs.
ESRT30.11 Apply knowledge of local intervention needs to identify successful programs in other Saskatchewan jurisdictions	<ul style="list-style-type: none">a. Integrate knowledge gained from local youth and from police/security services.b. Review gaps in local police/security intervention programs serving youth.c. Assess the elements of successful intervention programs.

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.

Resources

Stowell, F.M., & Murnane, L. (Eds.). (2013). *Essentials of Fire Fighting and Fire Department Operations*. Upper Saddle River, NJ: Brady Publishing, a division of Pearson Education.

McCormick, R., Amundson, N., & Poehnell, G. (2002). *Guiding circles: An aboriginal guide to finding career paths*. Saskatoon, SK: Aboriginal Human Resources Development Council of Canada.

National Life/Work Centre. (n.d.). *Blueprint for life/work designs*. Retrieved August 4, 2006, from <http://www.blueprint4life.ca/blueprint/home.cfm/lang/1>

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

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Regina SK S4P 2C8
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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