

Welcome Back!

Day 2



Announcements

- Exits
- Smoking
- Cell Phones
- Absences



Today's Assignment

- Your Learning Style Profile
 - Where do we all stack up?
- Chapter 4 – Learning Styles and Theories
- Chapter 5 – Age Group Characteristics
- Chapter 4 – Educational Methods/Strategies and Classroom Management
- Chapter 14 – Five Step Process – Pages 252-261



Learning Styles and Theories for Fire and Life Safety Educators

Chapter 4 Pages 82-92



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Objectives

- Upon completion of this section, you should be able to:
 - Explain the reasons fire and life safety educators benefit from a basic understanding of learning styles and types of learning when preparing to address an audience
 - Differentiate between active and passive learning



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Objectives (cont'd.)

- Identify the three domains of learning
- List the three basic learning styles and describe the characteristics of each
- Discuss several learning preferences and types of teaching strategies to accommodate the needs of each preference
- Identify Dr. Howard Gardner's eight intelligences and how each one influences learning



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Objectives (cont'd.)

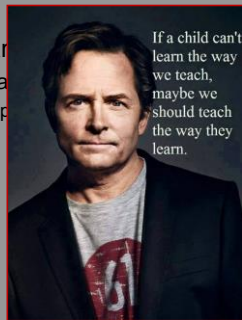
- Summarize several conditions that may affect student and audience learning and discuss how educators can maximize teaching in these circumstances



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Introduction

- Good teaching and learning
 - Considers learner characteristics
 - Before planning and preparing
- Individuals learn:
 - In different ways
 - At different levels
 - At different rates
 - For different reasons



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What is Learning?

“A change in behavior that occurs as the result of acquiring and activating new information”



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Active and Passive Learning

- Passive learning
 - Requires little student involvement
 - Simply receives information
 - Limited knowledge retention
 - **Most common type**
 - Due to several constraints
 - Best when combined with active methods



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Active and Passive Learning

- Active learning
 - Anything more than passive learning
 - Participation includes:
 - Reading and writing
 - Discussing and solving problems
 - Engaging in higher level thinking
 - Physical engagement



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Edgar Dale's Cone of Experience

FIGURE 4-1
Edgar Dale's original cone of learning represents the amount of message retention based on the level of involvement of the learner. (Page 83)

70% of what we are told?

Developed in 1946 –
Still valid today



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The Three Domains of Learning

- Created by Benjamin Bloom
(Bloom's Taxonomy) – page 84
- Domains include:
 - Cognitive
 - Mental skills and knowledge
 - Affective
 - Feeling or emotion areas and attitudes
 - Psychomotor
 - Manual or physical skills



Domains of Learning



Cognitive

Affective



Psychomotor



Learning through the Senses: Three Learning Styles

- Based on three senses
 - Most have an innate preference for one
- Auditory learners
 - Learn through listening
 - Example: lectures
- Visual learners
 - Learn by seeing
 - Example: graphic representations



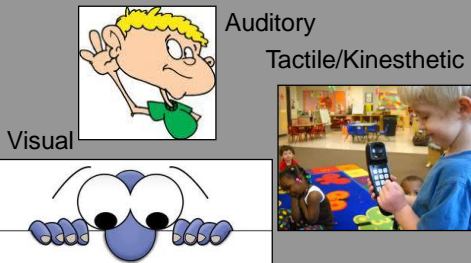
Learning through the Senses: Three Learning Styles (cont'd.)

- Tactile or kinesthetic learners
 - Learn by touching and doing
 - Example: role play involvement
 - Drawback:
 - Need to learn auditorily or visually first

So.....What were you?



Learning Styles



The Fire Service has Lots of Stuff to Touch (Safely)





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Kevin Mixon's Teaching Sequence accounts for all three learner types

TABLE 2-1 Mixon's Teaching Sequence

1. **Hear it:** Introduce and engage auditory learners through verbal instruction, class discussion, questioning techniques, or storytelling.
2. **See it:** Get the visual learners on board through pictures, graphs, drawings, graphic organizers, or movies or DVDs.
3. **Show it:** Engage both auditory and visual learners by introducing a demonstration along with narration and critical thinking questions.
4. **Do it:** Enrich the experience for tactile or kinesthetic learners to benefit as audience participants practice the skill through bodily movements, writing, participating in demonstrations, role playing, and hands-on activities.

Adapted from *Three Learning Styles Four Steps to Reach Them*, Kevin Mixon, *Teaching Music*; Feb 2004, Vol. 11 Issue 4, pp. 48-52.

TABLE 2-1 Mixon's Teaching Sequence

Page 85

"I do it". We do it. You do it."



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Anticipatory Set – Page 89

A simple and inexpensive technique to help audiences of all ages attend to the important messages in a DVD or other presentation is to have them answer prepared questions as the information is revealed.

Learning Styles and Theories for Fire and Life Safety Educators 43

Name of DVD	Name of DVD
1. Question 1	1. Question 1
2. Question 2	2. Question 2
3. Question 3	3. Question 3
4. Question 4	4. Question 4
5. Question 5	5. Question 5
<hr/>	
Name of DVD	Name of DVD
1. Question 1	1. Question 1
2. Question 2	2. Question 2
3. Question 3	3. Question 3
4. Question 4	4. Question 4
5. Question 5	5. Question 5

*Also available in electronic format on accompanying Online Companion. Visit www.delmarfire.cengage.com for FREE access.



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Learning through Multiple Intelligences

- Introduced by Dr. Howard Gardner (1983)
 - Proposed seven different intelligences
 - Later added an eighth
- Strengths and weaknesses among intelligences
 - Most people have a combination



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TABLE 2-2 Howard Gardner's Multiple Intelligences

Intelligence	Strengths
Linguistic	Ability to understand the meaning and order of and use spoken and written communication
Logical-mathematical	Ability to understand and use logic and numerical symbols and complex logical operations
Musical	Ability to understand and use such concepts as rhythm, pitch, melody, and harmony and to create music
Spatial	Ability to orient and manipulate three-dimensional space; ability to think in pictures
Bodily and kinesthetic	Ability to coordinate physical movement and use one's body in a skilled way for self-expression or toward a goal
Naturalistic	Ability to distinguish and categorize objects or phenomena in nature; ability to recognize cultural artifacts
Interpersonal	Ability to understand and interact well with other people; ability to perceive and understand other individuals' moods, desires, and motivations
Intrapersonal	Ability to understand and use one's thoughts, feelings, preferences; an understanding of one's own emotions
Existential	Ability to contemplate phenomena or questions beyond sensory data, such as the infinite and infinitesimal

TABLE 4-2 Howard Gardner's Multiple Intelligences



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Other Types of Learning

- Many more learning theories exist
 - Examples:
 - Linear, sequential order
 - Global, bigger chunks
- **Authentic learning** – THIS IS WHAT WE WANT!
 - Meaningful constructs
 - Students must be engaged
 - Centers around real-life scenarios



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What This Means for Fire and Life Safety Educators

- Points to think about:
 - Identification
 - Learner/speaker connection
 - Relevance
 - Meaningful concepts
 - Readiness to learn
 - Cognitive functioning



What This Means for Fire and Life Safety Educators (cont'd.)

- Climate
 - Social or emotional status
- Motivation to learn (**we must create the need**)
 - The more motivation, the more retained
- After a fire
 - Presentation timing
- **Physical conditions**
 - **Comfort**



What This Means for Fire and Life Safety Educators (cont'd.)

- Examples, analogies, and metaphors
 - Help with retention
- The Melting Pot – **The Changing American Family**
 - Diverse cultural backgrounds
 - Preconceived attitudes and opinions
 - Life experiences
 - Physical and cognitive levels



Summary

- Education is a reciprocal process
 - Teachers and students
 - Presenters and audiences
 - Instructors and classes
- Process of learning
 - Important, but the learner is often forgotten
 - Consider general characteristics



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Age Group Characteristics

Chapter 5
Pages 107-122



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Objectives

- Upon completion of this chapter, you should be able to:
 - Explain the reasons an educator needs a basic understanding of developmental age group characteristics
 - Define cognitive, affective, and physical-motor areas of development



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Objectives (cont'd.)

- List basic characteristics of preschool children, elementary age children, adolescents, adults, and older adults in each of these domains
- Explain how age group characteristics help determine the content, teaching methods, materials, and lesson planning for fire and life safety education



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Objectives (cont'd.)

- Choose appropriate activities and materials and effective classroom management techniques for each age group
- Recognize the needs of an audience based on the stage of development and age group characteristics



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Introduction

- Fire service:
 - Works with all age groups
- Standard and accepted classifications
 - Preschoolers
 - Elementary age children
 - Adolescents
 - Adults
 - Older adults

Which age groups are comfortable with?
Which age groups are you least comfortable with?



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Domains of Development

- Three general areas
 - Cognitive domain
 - Ability to think and reason
 - Affective domain
 - Social, emotional, and personality development
 - Physical domain
 - Physical development
 - Gross and fine motor skills



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Preschoolers (Ages Three to Five)

- Developmental characteristics
 - Zone of proximal development
 - Appropriate level of readiness
 - Important theorists
 - Piaget and Vygotsky
 - Assimilation
 - Fitting information into preconceived notions
 - Accommodation
 - Adjusting experiences to fit new information



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Preschoolers Learn by Seeing and Doing!

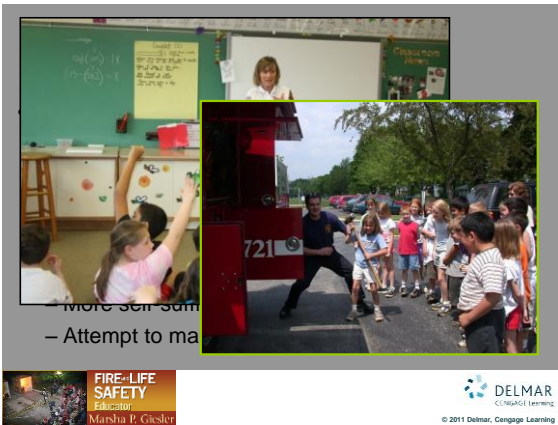


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What This Means for Fire and Life Safety Educators

- Suggestions
 - Gain confidence and alleviate fear
 - Teach one idea at a time
 - Reinforce, repeat, and praise (use call-back!)
 - Use role playing, modeling, etc.
 - Keep games and stories short
 - Plan a quiet activity for the lesson ending
 - Send educational materials home







What This Means for Fire and Life Safety Educators

- Suggestions
 - Use realistic scenarios, visual aids, etc.
 - Engage affective and cognitive domains
 - Draw two-dimensional plans
 - Introduce basic first aid
 - Discuss risk taking and consequences
 - Use interaction
 - **Critical thinking skills**



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Adolescents (Ages Ten to Eighteen)

- Time of dramatic change
 - Cognitive, psychological, and physical
 - Early adolescents: ten to fourteen
 - Older adolescents: fifteen to eighteen
- Developmental characteristics
 - Cognitive maturity
 - Deductive reasoning
 - Rational and systematic thought processes



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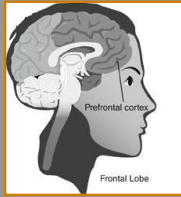


FIGURE 3-9 The adolescent's prefrontal cortex has not fully developed. Without this "internal police" of the brain, adolescents engage in risk-taking behaviors even though they are cognitively aware of the potential dangers.

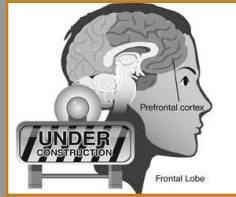


FIGURE 3-10 New research tells us that this area of the brain is the last to develop, a process that can take up to 25 years to complete.

Page 59 and 60
Page 113



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What This Means for Fire and Life Safety Educators

- Suggestions
 - Content: relevant to day-to-day lives
 - Connect information to what is known
 - Emphasize hands-on, cooperative learning
 - Demonstrate respect and concern
 - Use multisensory experiences
 - Talk through possibilities and options



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What This Means for Fire and Life Safety Educators (cont'd.)

- Additional suggestions
 - Don't single out students
 - Diffuse any disrespect
 - Be careful with humor
 - Avoid criticism and sarcasm
 - Role play not always successful



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Adults as Learners



Andragogical Model – Malcolm Knowles Early 1970s

Study of core adult learning principles

- Need to know
- Self-concept
- Role of learners' experience
- Readiness to learn – **Teachable Moment**
- Orientation to learning
- Motivation



Adults (cont'd.)

- Characteristics of adult learning
 - Need to anticipate knowledge use
- Barriers to adult learning
 - Contradictions to long-held beliefs
 - Lack of time, money, etc.
- Teaching concepts from learning theories
 - Educator's role changes to "coach"
 - Adults bring their own experiences to learning



What This Means for Fire and Life Safety Educators

- Suggestions
 - Seize the moment
 - Accommodate busy schedules
 - Invite discussion
 - Encourage learners to contribute experiences
 - Set up for discussions and exercises
 - Prepare for lecture
 - Involve them in evaluation



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Older Adults – (Ages 65 and Older) **Fastest Growing Segment of our Population!**

- Gerontology: study of aging
 - Social, psychological, and biological aspects
- Developmental characteristics
 - Physical, cognitive, and psychological changes
- Cognitive characteristics
 - Slowing of speed
 - Dementia
 - Alzheimer's disease



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What This Means for Fire and Life Safety Educators

- Suggestions
 - Be aware of increased independence
 - Encourage use of universal design
 - Use materials printed with high contrast
 - Avoid presenting with light in the background
 - Reduce background noise
 - Show images of real people
 - Discuss babysitting and prevention safety
 - Allow time for questions and answers



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What This Means for Fire and Life Safety Educators (cont'd.)

- Additional suggestions
 - Do not inundate with facts and information
 - Inquire about key influencers
 - Look into intergenerational programs
 - Investigate prevention and safety technology
 - Schedule activities early in the day
 - Use comfortable chairs
 - **Limit length to 30 minute classes**



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Summary

- Fire and life safety educators:
 - Must reach and educate all demographics
 - Must be aware of age group characteristics
 - Cognitive, physical, and affective
- Development sequence
 - Most pass through the same sequence
 - Differences must be taken into account



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Methods and Strategies for Effective Teaching

Chapter 4 Pages 88-122



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Objectives

- Upon completion of this section, you should be able to:
 - Describe the tasks involved in teaching
 - Compare teaching as a fire and life safety educator with teaching as a classroom teacher
 - List various types of teaching methodologies and summarize the advantages and disadvantages of each



Objectives (cont'd.)

- Discuss components of a teaching session that ensure more effective teaching and learning
- Identify several teaching strategies that are effective for specific age groups, classroom settings, and instructional objectives



Objectives (cont'd.)

- Define teaching strategies such as *wait time*, *teachable moment*, and *anticipatory set* and how they positively impact a teaching situation
- Summarize a list of teaching tips and practices and how they can be used by fire and life safety educators to improve teaching techniques



Objectives (cont'd.)

- Create a list of additional teaching tips that could serve as helpful reminders to others
- Identify classroom management skills that help control the learning environment by getting participants on task and maximizing learning for all attendees



What Is Teaching?

- Teaching and learning go hand in hand
 - Teaching includes:
 - Methods and strategies
 - Effective techniques and practices
 - Classroom management skills
 - Teachers:
 - Are facilitators of learning
 - Enable learners to reach full potential
 - In FLSE learning means a change in behavior



Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three

Confucius



How Is Teaching Different for Fire and Life Safety Educators?

- Classroom teachers:
 - Can get to know every student
- Fire and life safety educators:
 - Do not have that edge
 - Audiences are still diverse
- Foundation of educational methodologies
 - Helps accommodate for differences
 - Helps teach more effectively



What Advantages Do Fire and Life Safety Educators Have?

- Some advantages
 - Viewed in a positive light
 - Provide assistance in times of need
 - Regarded as experts
 - In a field valued by the community
 - Provides welcome departure from everyday activities for students
 - Have access to many resources



What Makes an Effective Teaching Session?

- Successful teaching:
 - Follows a preplanned sequence
- Hunter model
 - Various elements for effective instruction

TABLE 4-1 Teaching to an Objective—"The Madeline Hunter Model"	
1.	Define the teaching objectives
2.	Standards and Expectations
3.	Anticipatory Set/Hook
4.	Teaching
	Input
	Modeling/Demonstration
	Direction Giving
	Check for Understanding
5.	Guided Practice/Monitoring
6.	Closure
7.	Independent Practice

TABLE 4-3 Teaching to an Objective—"The Madeline Hunter Model"
Page 88



What Makes an Effective Teaching Session?(cont'd.)

- Other techniques
 - Have a back-up plan
 - Build time in for questions and answers
 - Set the stage for questions – **open and closed**
 - Build in success for students
 - Understand the system in which you are presenting
 - Use reflection: purposeful self-observation



Four-Step Method of Instruction

- Preparation
- Presentation
- Application
- Evaluation



What Do Good Teachers Do?

- A good instructor will:
 - Establish connections and build rapport
 - Keep objectives in mind
 - Seize teachable moments
 - Continually monitor material and time
 - Model their messages
 - Allow **"wait time"** when asking questions
 - Provide sincere positive reinforcement



Teaching Methods and Strategies (page 93)

Consider Active and Passive Learning!

- Teaching includes a variety of methods:
 - Lecture
 - Lecture with discussion
 - Panel of experts
 - Discussion
 - Small discussion groups
 - Demonstrations
 - Questioning



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TABLE 4-2 Questioning Techniques

Type of Question	Purpose and Strength
Factual	Soliciting simple, straightforward answers based on facts, observation, or awareness. Answers are usually right or wrong. Example: How often should smoke alarms be tested?
Convergent	Looking for answers that fall within a very finite range of acceptable accuracy. The student can make some inferences based on personal awareness or other forms of information. Uses organizing, planning, sequencing, and structuring skills. Example: If you were home alone with a parent who was seriously injured after a fall, how would you handle the situation? What would you do first?
Divergent	Requiring students to explore different avenues and create many different variations and alternatives and scenarios based on existing knowledge as a springboard. Students may arrive at answers through intuition, imagination, inference, projection, or conjecture. There may not be a right or wrong answer. Higher level cognitive thinking is necessary than for factual or convergent questions. Divergent questioning lends itself to better discussions and engagement. Hypothetical questions provide interesting discussions. May become essential questions for a lesson. Example: The number of fires in the southeast area of the city has increased even though firefighters have increased their efforts to educate the public. Why do you think the outreach efforts are not working?
Evaluative	Asking for more sophisticated levels of cognitive or emotional judgment. Students combine multiple logical or affective thinking processes or comparative perspectives to synthesize information for conclusions. Example: What are the similarities and differences between the education programs offered to the community last fiscal year and those offered this year?
Combination	A blend of any of the types of questions above. Example: If you were asked to prepare a list of objectives for a sixth grade class about fire safety, what five messages would you consider, in order of importance, and why?

TABLE - Questioning Techniques – 95



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Teaching Methods and Strategies (cont'd.)

- Role play
- Peer and cross-age tutoring
- Storytelling
- Brainstorming
- Multimedia tools
- Hands-on experiential learning
- Skits, clowns, puppets, magic, and props
- Fairs, open houses, and community events



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TABLE 4-3 Rules of Brainstorming

1. Define the problem and set directions.
2. Encourage participation from everyone. All ideas are valuable. All ideas become the property of the group, not of a particular individual.
3. Build on the ideas put forth by others. Use the word "yes" instead of "but" when responding to another idea. Piggyback on ideas rather than discounting them.
4. Suspend judgment. Not everyone is comfortable with brainstorming. Work to take away barriers and inhibitions.
5. Encourage "outside the box" thinking. Be creative. No idea is too absurd. It could lead to other possibilities. Wild and exaggerated ideas are good!
6. Go for quantity, not quality. Reality checks and fine tuning will come later.
7. Record and display ideas. Be complete in writing down ideas; use more than one word so the intent is not forgotten. Sticky notes and flip charts work well.
8. When the session is finished, circle 20% of the most workable or interesting ideas. Think in terms of the 80/20 rule: look for 20% of the ideas, which will accomplish 80% of the desired results!
9. Watch the clock. Start and finish on time. Encourage a brisk pace to maximize investment in the process.
10. Have fun! Keep the atmosphere light; it increases creativity.

Page 97 - Rules of Brainstorming



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Classroom Management

- Difficult aspect of a teacher's job (page 89)
- Effective classroom management:
 - Requires good planning and prevention
 - Material matches abilities
 - Keep lessons moving
 - Engage students
 - Appropriate room arrangement
 - Arrive early
 - Begin on time



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Classroom Management (cont'd.)

- Strategies for difficult behaviors
 - Move towards disruptive students
 - Stand, whisper, and speak slowly
 - Circulate among participants
 - Refocus by restating relevant points
 - Pause and wait for students to quiet down
 - Remain calm and keep your temper in check
 - Raise your hand if....



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Learning Activities

- Graphic organizers (page 102)
 - Symbols, grids, and arrows
 - Other nonlinguistic representations
 - Organize relationships
- Sum-up writing
 - Short paragraphs
 - Fill-in-the-blanks
 - Capture main ideas



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Learning Activities (cont'd.)

- Puzzles, games, charts, graphs, surveys, and checklists
 - Best used with other methods
 - Reinforce and clarify messages
 - Allow people to think for themselves
 - Provide accountability
 - Best when introduced during instruction



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Ideas to Enhance Teaching and Learning

- Ideas to reinforce safety messages
 - Safety mailbox
 - Prop for notes to be left
 - Laminated flip chart paper
 - To demonstrate concepts
 - Prizes and games
 - Reinforce involvement
 - Packaging
 - Put materials and visuals in something interesting



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Summary

- Teaching can be:
 - Difficult, challenging, and sometimes defeating
 - Rewarding, fun, and productive
- Skillful instructors:
 - Are prepared and practiced
 - Use a variety of teaching methods
 - Keep the audience involved

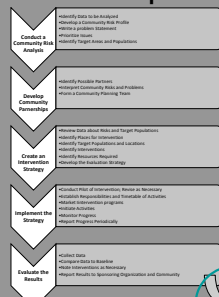


The Five Step Planning Process

Pages 252-261



The Five Step Process



Five Step Process

- Pages 252 - 261
- Select the Class Scenario for Five Step Process
 - Food on the Stove Fires
 - Apartment Complex Fires
 - Bicycle Accidents



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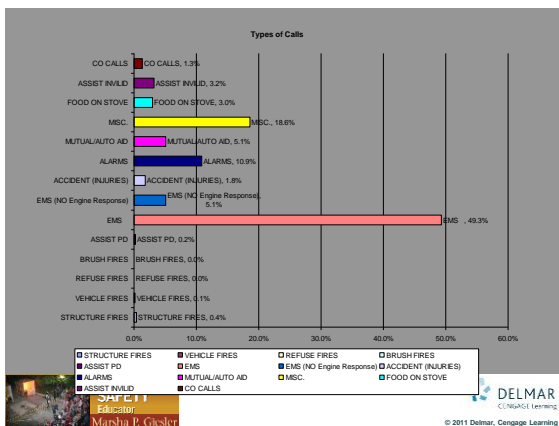
Step One

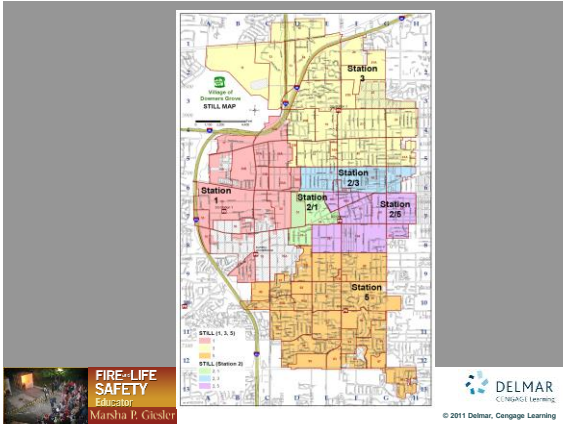
Conduct a Community Risk Analysis

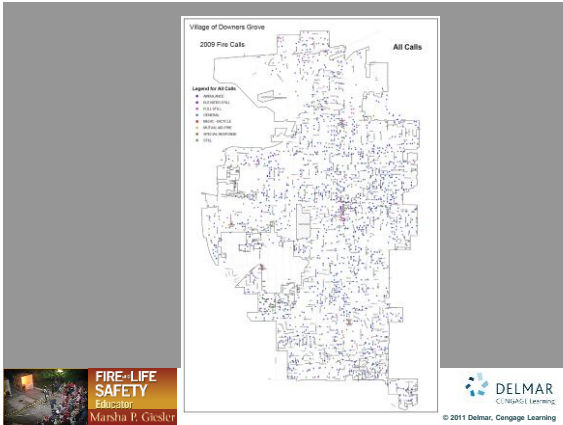
- Identify Data to be Analyzed
- Develop a Community Risk Profile
 - Station level “Windshield Survey”
 - More sophisticated as time permits
- Write a Problem Statement
- Prioritize Issues
- Identify Target Areas and Populations

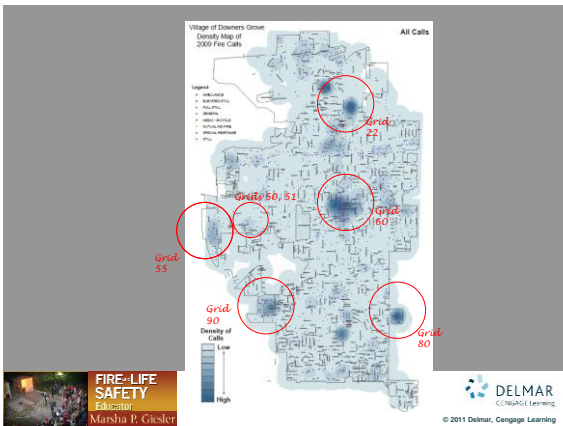


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2

Step Two Develop Community Partnerships

- Identify Possible Partners
- Interpret Community Risks and Problems
- Form a Community Planning Team



Partnerships

- WHAT IS THE MISSION?
- What is your role?
- Be a listener and a sharer
- Have an Action Plan (258)
- Stay in touch during non-project times
- Learn about them and their organizations



3

Step Three Create an Intervention Strategy

- Review Data about Risks and Target Populations
- Identify Places for Intervention
- Identify Target Populations and Locations
 - Primary and Secondary Audiences
- Identify Interventions
- Identify Resources Required
- Develop the Evaluation Strategy





Step Four Implement the Strategy

- Conduct **Pilot** of Intervention; Revise as Necessary
- Establish Responsibilities and Timetable of Activities
- Market Intervention programs
- Initiate Activities
- Monitor Progress
- Report Progress Periodically



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Step Five Evaluate the Results

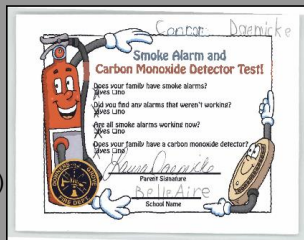
- Collect Data
- Compare Data to Baseline
- Note Interventions as Necessary
- Modify Interventions as Necessary
- Report Results to Sponsoring Organization and Community



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Four Types of Evaluation

- **Formative**
(planning)
- **Process**
(implementation)
- **Impact**
(short term outcome)
- **Outcome**
(long term outcome)



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Evaluate!

- Everything!
- Pre and Post Test
- Teachers' Cooperation
- Thank them and their supervisors
- User Friendly
- Track Results
- Share Results
- Make Results Interesting
- Focus on Impact > Process
- Celebrate!



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Use Results from Step Five –
Evaluation
Revisit All Steps of the Process,
beginning with Step Number One
and Begin Making Changes to
Improve the Process.



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What This Means for Fire and Life Safety Educators

- Risks and needs
 - Unique to community demographics
- Five-Step Process
 - Straightforward, systematic, step-by-step method
- Fire service
 - Not the expert in every risk prevention area
 - Reach out to other partners



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Summary

- Fire and life safety educators
 - Must first examine community needs
 - Then determine how to deliver information to eliminate risks
- Five-Step Process
 - Starting point for harnessing information
 - Then proceeding with a process and resources



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Your Community

This is Where it Counts:

- [Community Profile](#)

Final Group Project:

- Work in Historical Fire Groups
- Each member share community profile and department run data
- Decide on a "problem" the group would like to work on together based on the pooled data



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Group Work

- Write a problem statement
- Consider age group characteristics of your audience and how you will accommodate them
- Include prevention, reaction, and persuasion messages
- Who is your secondary audience?
- Discuss Five Step Process in relation to your project
- Who will you partner with?



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Group Project

- Do you have each of the steps of the Five Step Process accounted for in your presentation
- What teaching methods will you be using?
- What is the estimated cost of your project to the department?
- Will each member present a portion of the project? **YES**
- Will you have a format that class members can take with them?
- Use a lesson plan format for your presentation.



Assignment for Day Three

- Chapter 6
- Chapter 7
- Chapter 15 (pages 270-276)