

Chapter

5

Fire and Life Safety Education



Learning Objectives

- Explain the role of fire and life safety education in all types of fire departments.
- Discuss goal-setting for fire and life safety educational programs.
- Discuss the target audiences for fire and life safety education messages in a community.
- Identify what groups in a community are likely to be most at risk, and list programs that can be used to reach them.
- Discuss ways to evaluate the effectiveness of fire and life safety education programs.
- Explain how a company officer can apply the eight management/leadership guidelines to fire and life safety education.

Introduction

In recent years, the role of the fire service in many communities has expanded far beyond fire suppression. The name “fire department” doesn’t begin to cover the many services that progressive organizations are providing to their communities (Cote, 2003, p. 7).

Fire and life safety education in many communities, even those communities served by a volunteer department, is likely to be part of the fire department’s traditional fire prevention effort. It is designed to (1) increase awareness of human actions that can lead to fires, burns, scalding, and fire-related injuries or fatalities and (2) develop skills and knowledge to prevent fires or to minimize injuries from fire and heat when a fire does occur. In some places in the United States and in Canada, specialized training for preparation and response to natural disasters such as earthquakes, tornadoes, and hurricanes are part of the

department’s educational portfolio. Some departments may play a role in responding to terrorist activity.

Safety education should reach children as well as adults to educate everyone about the attitudes and behaviors that help in the prevention of fire. Fire safety education encompasses a wide spectrum of programs and activities directed toward such diverse audiences as preschoolers, schoolchildren, senior citizens, homeowners, apartment dwellers, physically challenged people, hospital and nursing home staffs, and church, service, and civic organizations. **Campus Firewatch™** is an educational curriculum published by the National Fire Protection Association (NFPA) that can be used in schools to teach college students about fire safety. It is a new component of many fire and life safety programs that can be made available in communities where colleges and universities are located. Campus Firewatch provides training and educational programs for the students who live in dormitories or fraternity houses.

Scenario

Recognition for Fire and Life Safety Education Efforts

Friday, the last day of the Fire Prevention Week (FPW) program, was a festive affair at the largest of the three grade schools in town. Children prepared pictures and stories about fire and life safety, which were posted in display cases in the hallways. Three of the fire department’s six-member volunteer fire and life safety education team were in the school auditorium with others who had supported FPW. The volunteers had spent many hours on the program, most on their own time.

The mayor was at the school along with several members of the town council, the principals of the three schools, the superintendent of schools, and, of course, Pat Lynn, the fire chief. Mrs. Tatre, the school superintendent, opened the brief program by introducing the dignitaries. She gave an overview of the FPW program in all schools. At the close of her talk, she stressed how much the schools appreciate the help they receive from the fire department, not only with educational programs and materials for the children but also with fire safety reviews for the teachers and the maintenance staff. Then she turned the program over to the mayor.

The mayor pointed with pride to the safety record of the schools: no burn or scalding accidents in more

than three years and only a minor one in the preceding three years. He gave credit to the fire department for its efforts and the educational materials it made available. He expressed his gratitude for Chief Lynn’s devotion to fire prevention and the fire and life safety education program and asked him to say a few words.

After thanking the mayor, the council members, and the superintendent, Chief Lynn spoke: “We are delighted that there haven’t been any burn injuries in the schools, and we want to be sure that the children know how much they have to thank their teachers for being careful and also themselves for remembering the rules.” The chief continued, “Now, I can’t step down without letting you meet the man who is in charge of this successful fire and life safety education program, Captain Drake. Come up here, Captain, and let them see you.”

Captain Drake thanked everyone. He said he wanted to thank his team for putting together a program that taught everyone.

One of the parents asked whether she could ask a question. “Certainly,” the captain replied.

“Speaking for myself, I want to first state that I am delighted with the fire department’s efforts at fire prevention. I understand that you are planning a program

Scenario, continued

for some of the children for next month. Can you tell us a little about that?"

"We are constantly planning new programs, so I really don't know which one you are referring to. Can you tell me a little more about the specific program? Where will it be held?" answered the captain, a little flustered.

The parent responded, "I am talking about the program for this school."

"Oh, that program. I am not too familiar with it, but one member of my staff, who has been working on it, can tell you about it. Let me ask the staff members to stand up. They are Inspector Jackson and fire fighters Clark, Randall, and Morales. Please give them a hand."

As the team members stood up, the captain introduced them individually and asked Inspector Jackson to answer the question. Jackson described a new injury prevention program called *Risk Watch*TM that would be implemented on a pilot basis after a teacher in-service program.

When Jackson finished, the school superintendent asked for questions or comments. The remaining questions related to other school matters. Finally, the dignitaries and fire department personnel left.

Back at headquarters, Chief Lynn asked the captain to his office, saying, "I'd like to talk to you about two things. It seems to me that we are doing something worthwhile with this education program. The schools and the parents seem to have appreciated this year's program even more than those in past years. Did you notice that, too?"

Captain Drake thought for a moment. "Yes, I had the same impression. Maybe that's because Jackson and the three fire fighters dug in harder. They really seemed to enjoy it this year. And the students scored much better on the posttest!"

"That may be it. But, you know, the way that the people reacted, I think we ought to consider doing more of this public education. We really haven't done much except for the grade schools and Fire Prevention Week. We haven't had many fires, but let's take a look at what we did have, and see whether that tells us something about education opportunities. Why don't you get the staff together, look at the records, and come up with a few ideas on what we could and possibly should do. Now, to the other matter. That

was quite embarrassing for both of us, when you had to call Jackson to explain next month's program at the school. Shouldn't you have known about that?"

"Yeah. You're right, but you know how busy I've been. Still, I've got to tell the guys to keep me in the loop, even when things are hectic. And before another public program, I'll make sure I get a briefing on all that's going on. That should prevent something like this from happening again."

Chief Lynn didn't look happy, but he accepted the explanation and promise with just a brief: "Well, try to keep abreast on a continuing basis, if you can."

"Okay, Chief." With that Captain Jackson left.

When the captain spoke with the team, they did not seem as enthusiastic as they had been in the recent past. They felt that it wasn't easy to come up with something new for each grade. The captain wasn't sure, but he had the feeling the team members were not happy that the chief and Captain Jackson had introduced them and given them recognition only because the captain had to ask them to describe a program. After all, they had neighbors and friends in the audience.

The team thought that the existing program was adequate because it covered, in addition to grade school pupils, their teachers, school maintenance people, nursing home residents, and hospital and nursing home maintenance staff. They also expressed concern that any expansion of the programs would require still more of their personal time. Nevertheless, they did come up with three suggestions. They stressed, however, that they could not commit themselves to implementing the ideas:

- Send a mailing to local clubs and associations, offering to speak at their meetings and distribute fire and life safety materials.
- Have an open house at the two fire stations, with tours for children and adults, brief talks on fire and life safety at home, and maybe a demonstration or film.
- Recruit volunteer speakers to augment the fire department team with presentations, articles for the local paper, and other steps so that more organizations will request presentations on fire and life safety.

Scenario Analysis

As in previous chapters, before reading the analysis of the scenario you may want to give some thought to how the fire-specific and management/leadership guidelines apply. That will give you some practice in thinking about the guidelines and will provide you with the foundation for gradually developing the habit of using them. For your convenience, the guidelines are listed here prior to the scenario analysis. The list should also be helpful to you as you develop the habit of using the guidelines. It also may be useful for you to glance at the discussion of management/leadership guidelines in the respective Additional Insights.

Fire Service-Specific Decision Guidelines

- Incident command
- Fire prevention and code enforcement
- Pre-incident planning and related loss reduction functions
- Fire and life safety education
- Management of physical resources
- Management of financial resources
- Fire service personnel management

Management/Leadership Guidelines

- Participation
- Communications
- Competence
- Satisfaction
- Performance reviews and evaluation
- Coordination and cooperation
- Norms and positive discipline
- Goals

As has been pointed out previously, you do not need to remember specific questions suggested below. However, memorizing a personalized, abbreviated version and applying it with every relevant decision are critical for developing the necessary habits.

Scenario Analysis: Fire Service Function Perspective

In this scenario, six of the seven fire service-specific guidelines are not relevant; only the Fire and Life Safety Education guideline is relevant. The guideline states that the purpose of fire and life safety education is to ensure highest possible public awareness, motivation, and behavior by the community for fire and injury prevention.

It raises the issue of what else needs to be done to increase public awareness of fire and injury prevention issues and to motivate more widespread and effective fire and life safety behavior. Questions include:

1. What else can be done to enlist more personal, business, and other community resources, to reach more people in the community effectively with fire and life safety messages, with messages on how to prepare and protect against natural disasters such as tornadoes, earthquakes, and floods, and with information that can mitigate the impact of such incidents?
2. What arrangements can be made with non-fire resources (including print, radio, and television media) to get more fire and life safety messages to more people, as well as messages on how to prepare and protect against natural disasters such as tornadoes, earthquakes, and floods?
3. What can be done so people will live more safely and thus reduce the risk of fires and other emergencies?
4. What can be done to motivate those who have been exposed to fire and life safety messages to act on them?
5. What can be done to monitor and evaluate to what extent fire and life safety is being practiced in residences of all types, businesses, and institutional occupancies?

Considering this guideline might lead to thoughts such as the following:

- The suggestions from the team members are a good start in enlisting community resources. Suggestions from others involved in fire and life safety—classroom teachers, school administrators, health educators, and community organizers—would also be helpful.
- Because few, if any, suggestions can be implemented without the active support of the chief and the captain, it might be worthwhile to consider which suggestions can be implemented, and how, even if no additional department time is provided for the effort.
- How could the department provide support, and in what form?
- How can local newspapers and radio stations be encouraged to include fire and life safety messages in their programs or publications?
- What else can be done to motivate those who have been exposed to fire and life safety messages to act on them? Motivating people to take action on the basis of an educational experience is always a difficult task. Reminders and reinforcing experiences are

the most effective. It is therefore important to present the fire and life safety messages in interesting ways and to find ways to provide reminders.

- Beyond distributing educational materials, can other fire and life safety education activities be combined with inspections? What could they be?
- Could a mailing list of people who have attended safety education programs be constructed, and short reminders on smoke detectors, escape routes, stop-drop-and-roll, and other safety issues be sent? Because that would require funds, where could they be obtained (by including an appeal for donations, possibly)?
- What else can be done to evaluate to what extent fire and life safety is being practiced in residences, businesses, and institutional occupancies? In some sections of the United States and Canada, additional training is provided by the fire department that will allow citizens to cope with commonly encountered natural disasters. This will vary by region. Hurricanes would be a prevalent hazard in coastal areas. Tornado and earthquake information might be delivered as the needs of the area require, and even terrorism might deserve consideration.
- What techniques could be used during a presentation to determine how well the audience has learned fire and life safety behaviors, information, and attitudes?
- What techniques could be used to measure the short- and long-term impact of fire and life safety education?
- Could/should a questionnaire be developed that could be distributed or completed at inspections and fires? It could ask whether the people involved have attended fire and life safety education programs and what had been of interest and of use in such programs.

It is useful to point out here that the questions raised above are only examples of the types of questions that a decision maker might ask. There is benefit to giving thought to all fire service and management/leadership guidelines that are not relevant to the situation itself—they may trigger useful thoughts of matters to consider after the challenge or problem has been resolved.

Scenario Analysis: Management/Leadership Perspective

Several of the management/leadership guidelines are relevant here, especially Communications and Satisfaction.

1. Participation

What could or should be done so that appropriate participation is used in all decisions and plans? This guideline did not need review in the scenario, because the practices in the scenario's department seemed to encourage participation in decisions and the captain apparently was aware of the need to gain participation. There clearly was extensive participation within the team, between the chief and the captain, and between the team and the captain. (See Chapter 1, Additional Insight 1.)

2. Communications

What could or should be done to ensure that everyone is aware of what should be communicated by whom, to whom, when, and how, so all will have the information they need and can expect to receive? There is little in the scenario indicating any problem with communications. Still, this guideline deserves attention whenever there is even a minor indication that any of the officers or staff members are not fully aware of their communications responsibilities or where there are skill deficiencies with respect to listening, probing, or providing/seeking feedback.

The chief communicated effectively with the captain on the issues related to the captain's lack of awareness of the special program. However, the chief and/or the captain might have asked themselves questions such as the following:

- What should I do about department or team communications so that the officers and the team members stay abreast of plans?
- To what extent do I/we keep fire fighters informed about developments pertaining to fire and life safety education that affect the department?
- What could be done to keep other agencies informed about public education programs, for assistance that might be needed such as crowd control during public events, and possibly to explore how they might be able to assist the effort?

In addition, the captain could have asked himself why the team members were not forthright in expressing their disappointment at the recognition they had received and about their real concerns regarding additional programs. What could he do to bring about more open exchanges? (See Appendix A1, Additional Insight 2.)

3. Competence

What could or should be done to achieve the highest possible competence for every action? The competence guideline was not particularly relevant to the scenario. However, if Captain Drake had been aware of the

guideline, he might have asked himself to what extent he would benefit from sharpening his ability to help staff members enhance their competencies by helping them identify learning opportunities and supporting them to eliminate any deficiencies. Similarly, Chief Lynn might have asked himself what developmental actions would help Captain Drake show more appreciation for the efforts of his staff and other members of the department. The situation at the school event could have reminded the chief to question the extent to which all officers in the department have the desirable level of competence for providing such rewards. (See Appendix A2, Additional Insight 3.)

4. Satisfaction

What could or should be done so that stakeholders can gain the highest possible level of work satisfaction from the contemplated actions? This is probably the most important guideline to consider in the scenario. There was little evidence of appreciation for effort. Captain Drake missed an opportunity to provide recognition to the members of the team. Expressing appreciation for the efforts of department members is one major management/leadership behavior that brings higher levels of satisfaction. The others are open communication, mutual respect, and participation in decisions.

Had the chief and the captain been attuned to this guideline, they could have brought the team members to the podium and introduced them, and done so earlier than when the chief asked the captain to come up.

Moreover, if the chief fully understood the meaning of the guideline, he would have done more to provide a well-deserved satisfying experience to the team members. He could have done that if, immediately after returning to headquarters, he had commended the team, preferably in the presence of the fire fighters and officers at the location. He also could have sent a memo to the department members, briefly telling about the ceremony and the positive reaction to the department's work, in large part thanks to the team's efforts. In general, appropriate psychological and tangible rewards offered and provided effectively and efficiently are likely to help bring about the highest possible level of satisfaction from the creation and use of the product/service.

Attention to the guideline might have led the chief and the captain to ask themselves general questions regarding satisfaction:

- What opportunities do I have at school ceremonies or other public and private events to show how much the efforts of the fire and life safety education

FYI

Product/service is a generic term that applies in every industry and government activity. The fire service has many services and even a few products. Beyond fire suppression, fire prevention activities, emergency medical services (EMS), and the nontraditional services, a fire department provides a psychological service in reassuring citizens that there is an agency they can call for many serious and even minor emergencies. The products of a fire department are mostly in the fire and life safety education area; some are related to EMS, and some are in the non-traditional services, such as some meals and lodging-related materials in major disaster situations.

team members are appreciated by the public and the department's leadership?

- What can I do to ensure that the team will find greater satisfaction from devoting effort to fire and life safety education?
- Are policies in place to help reduce work-related stress? The scenario did not describe any work-related stress for the fire department staff, except possibly stress that resulted from delivering programs on their own time or at the expense of other fire department work. We can assume that there were no unusual stresses beyond those that are normal for fire department work. Still, if the captain were aware of this aspect of the guideline, he might have asked himself an additional question: What support should I provide to ensure that the team members are aware of my willingness to pitch in when needed so they feel more secure that help will be available if the fire and life safety education function adds excessively to other deadline pressures? (See Appendix A2, Additional Insight 4.)

5. Reviews

What could or should be done so that the greatest benefits can be derived from any performance reviews and evaluations called for by departmental policies? This guideline is only marginally relevant to the scenario, especially since the issues pertain to work done by volunteers. However, as with other guidelines, the chief would benefit from considering this guideline occasionally, even if he has no influence on evaluations and can ensure greatest fairness only by seeing to it that regular reviews

provide a sound basis for actions by captains. (See Appendix A3, Additional Insight 5.)

6. Coordination

What could or should be done to ensure the highest possible level of coordination and cooperation while resolving or preventing damaging conflict within the department, with mutual aid departments, and with other agencies potentially involved in emergencies? The guideline on coordination and cooperation is not relevant to this scenario. You should consider it from time to time, especially whenever there are any indications of difficulties or conflict. (See Appendix A3, Additional Insight 6.)

7. Norms

What could or should be done to stimulate and maintain appropriate norms and positive discipline? The guideline on norms and positive discipline is not very relevant to this scenario, especially since the volunteer effort by the team indicates strong positive commitment to the department's mission. (See Appendix A4, Additional Insight 7.)

8. Goals

What could or should be done about possible use of goals? This guideline was not very relevant to the scenario, except that it might have been useful to set goals on the expansion of the program. However, the captain's failure to reward the fire fighters appropriately for their efforts appears to have made it more difficult for him to obtain their full cooperation with expanding the program. Thus, the team has less motivation to set challenging goals and to devote serious effort to achieving them. If the captain were aware of the goals guideline, he might have asked himself questions such as these:

- What goals would be useful?
- What support should I provide so that the team members understand my interest in fire and life safety education and know that the high priority I assign to it means that they count on my support and, if necessary, active participation? (See Appendix A4, Additional Insight 8.)

This analysis shows that thinking along guidelines can improve not only individual decisions but also entire functions. Officers who develop the habit of considering the management/leadership decision guidelines with every decision and of reviewing the fire service function guidelines with relevant events and for guideline reinforcement can significantly enhance their personal competence. At the same time, they can make suggestions for department policies and procedures to improve its productivity along all the dimensions that count—all aspects

of fire prevention and suppression, including fire and life safety education.

Again, it would have been necessary to think of the guidelines several times during the incident and afterwards to arrive at the analyses discussed above. Considering the guidelines with every decision that is part of a project or plan encourages this habit. The scenario described a number of decisions, many of which were made almost subconsciously, based on common-sense reactions to the challenges. That intuitive reaction is likely to be better if the habit of considering the guidelines has been developed.

Overview of Fire and Life Safety Education

Historically, people have become conscious of the need for fire safety whenever a spectacular fire grabbed the headlines and made them aware of the cost of fire in terms of both human suffering and dollars. Rarely did they feel any personal responsibility to enhance their own fire-safe living practices. Furthermore, for a long time the general public was exposed to fire-related safety messages only during FPW, which was established by President Warren G. Harding in 1922. **► Figure 5-1** offers a listing of the important milestones in fire and life safety education.

The 1973 publication of the report of the President's Commission on Fire Prevention and Control increased fire departments' interest in fire and life safety education. "In the commission's poll of those who live daily with destructive fires—fire service personnel—98 percent of those who replied to the National Fire Prevention and Control's call for comments back in the early 1970's agreed that there is (was) a need for greater education of the public in fire and life safety" (NCFPC, 1973, p. 105). The members of the commission concluded that public education could have an impact in two areas. First, education could change people's behavior in a safer direction. Second, education could train people to spot faulty equipment and unsafe acts.

The Commission and observers thought that this twofold approach could improve the general level of fire and life safety in America. As one writer noted, "a significant factor contributing to the cause and spread of fire is human failure—failure to recognize hazards and take adequate preventive measures, failure to act intelligently at the outbreak of fire, failure to take action which would limit damage—in other words, to live fire-safely" (Cote, 1986, p. 3-3).

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| <p>1909 NFPA's Franklin Wentworth begins sending fire prevention bulletins to correspondents in 70 cities, with the hope that local newspapers will publish the bulletins as news articles.</p> <p>1911 Fire Marshals Association of North America proposes the October 9 anniversary of the Great Chicago Fire as a day to observe fire prevention.</p> <p>1912 NFPA publishes <i>Syllabus for Public Instruction in Fire Prevention</i>—fire safety topics for teachers to use in the classroom.</p> <p>1916 NFPA and the National Safety Council establish a Committee on Fire and Accident Prevention. Communities nationwide organize Fire Prevention Day activities.</p> <p>1920 President Woodrow Wilson signs first presidential proclamation for Fire Prevention Day.</p> <p>1922 President Warren G. Harding signs first Fire Prevention Week proclamation.</p> <p>1923 23 states have legislation requiring fire safety education in schools.</p> <p>1927 NFPA begins sponsoring national Fire Prevention Contest.</p> <p>1942 New York University publishes <i>Fire Prevention Education</i>.</p> <p>1946 U.S. government publishes <i>Curriculum Guide for Fire Safety</i>.</p> <p>1947 Hartford Insurance Group begins the Junior Fire Marshal Program, perhaps the first nationally distributed fire safety program for children.</p> <p>1948 American Mutual Insurance Alliance publishes first edition of <i>Tested Activities for Fire Prevention Committees</i>, based on Fire Prevention Contest entries.</p> <p>1950 In October, 7000 newspapers receive the ad, "Don't Gamble with Fire—The Odds Are Against You," developed by the Advertising Council and NFPA.</p> <p>1954 Ted Royal of the Advertising Council creates Sparky® the Fire Dog.</p> <p>1965 <i>Fire Journal</i> begins a regular column on "Reaching the Public."</p> <p>1966 "Wingspread Conference" highlights the need for public education.</p> <p>1973</p> <ul style="list-style-type: none"> • The National Commission on Fire Prevention and Control publishes its report, <i>American Burning</i>. • The Fire Department Instructors' Conference offers its first presentation on fire and life safety education, delivered by Cathy Lohr of North Carolina. <p>1974 NFPA and the Public Service Council release the first television <i>Learn Not to Burn</i>® public service announcements, starring the actor Dick Van Dyke.</p> | <p>1975 The National Fire Prevention and Control Administration holds its first national fire safety education conference.</p> <p>1977</p> <ul style="list-style-type: none"> • NFPA 1031, <i>Standard for Professional Qualifications for Fire Inspector, Fire Investigator, and Fire Prevention Education Officer</i>, is published. • National Fire Prevention and Control Administration releases <i>Public Fire Education Planning: A Five-Step Process</i> and launches national smoke detector campaign. <p>1979</p> <ul style="list-style-type: none"> • J.C. Robertson's <i>Introduction to Fire Prevention</i> is published by Glencoe Press. • The <i>Learn Not to Burn Curriculum</i> is published by NFPA. • International Fire Service Training Association (IFSTA) releases IFSTA 606, <i>Public Fire Education</i>. <p>1981 NFPA establishes its Education Section.</p> <p>1985</p> <ul style="list-style-type: none"> • The National Education Association recommends the <i>Learn Not to Burn Curriculum</i>. • NFPA publishes <i>Firesafety Educator's Handbook</i>. <p>1986 Learn Not to Burn Foundation incorporated.</p> <p>1987</p> <ul style="list-style-type: none"> • The first edition of NFPA 1035, <i>Standard for Professional Qualifications for Public Fire Educator</i>, encourages civilians to become public fire educators in the fire department. • TriData Corporation publishes <i>Overcoming Barriers to Public Fire Education</i>. <p>1990 Oklahoma State University publishes the first issue of the <i>Public Fire Education Digest</i>.</p> <p>1994 TriData Corporation releases <i>Proving Public Fire Education Works</i>.</p> <p>1996 Learn Not to Burn Foundation is integrated into NFPA Public Education Division as NFPA Center for High Outreach.</p> <p>1998</p> <ul style="list-style-type: none"> • NFPA launches Risk Watch™ Program. • NFPA Publishes Remembering When: A Falls and Fire Prevention Program for Older Adults developed in partnership with the National Center for Injury Prevention and Control, Centers for Disease Control. <p>2000</p> <ul style="list-style-type: none"> • Longitudinal study of Risk Watch™ initiated. • NFPA creates the Risk Watch™ Champion Management Team program to support state and provincial implementation. |
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- *The timeline was originally prepared for IFSTA's *Fire and Life Safety Educator*, based on information from Pam Powell's "Firesafety Education: It's Older Than You Think" (*Fire Journal*, May 1986) and information provided by Nancy Trench, Fire Service Training, Oklahoma State University.

Figure 5-1 This timeline lists the milestones in the development of fire and life safety education.

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The same observations might apply to non-fire emergencies. For example, it may be appropriate for some fire departments to offer training for flood-related emergencies. Other departments could provide training for responding to tornadoes, hurricanes, or earthquakes, depending on the emergency situations or natural disasters most likely to occur in their communities.

So far, direct action by government is limited to requirements such as mandating smoke detectors; educational efforts can lead indirectly to more appropriate fire and life safety behavior. That is how fire departments acquired the role to educate their “customers.” Greater awareness of other emergencies, triggered by hurricane Katrina, may spur the Department of Homeland Security and the Federal Emergency Management Agency (FEMA) to also recommend and possibly mandate preparation for them.

By the 1980s, the need for what was known as public fire education or public fire safety education was well-established. An increasing number of fire departments began to provide fire safety education in their communities, but progress was slow. Gus Welter of the National Volunteer Fire Council summed up the problem by asking, “Why is there always time to put out fires, but not to teach fire prevention?” (Shaenman et al., 1987, p. 1).

In 1981 the NFPA established an education section to help meet the need for fire prevention education. The association’s *Learn Not to Burn*[®] programs were developed and field tested in consultation with educators, fire and burn prevention experts, and curriculum specialists. The program was recommended by the National Education Association in 1985 and has since been used successfully by many schools and fire departments. The program consists of a structured series of fire and life safety lessons that includes a curriculum for students in kindergarten through grade 8, resource material for teachers of preschool students, and ***Learn Not to Burn Resource Books*** for children in kindergarten through grade 3.

Beginning in the 1980s, and with more intensity in the 1990s, **public fire safety education** began to expand into what became known as fire and life safety education. In addition to traditional fire and burn safety, the field grew to include a variety of injury prevention messages, including topics such as electrical safety, pedestrian safety, water safety, and poison prevention. The following factors contributed to the emergence of fire and life safety education from the foundation of public fire education:

- The publication of the influential book *Injury in America* by the National Research Council in 1985
- The growing awareness of injury, including injury to children, as a widespread public health problem in the United States
- The fire service role as first responders to a wide variety of non-fire emergencies, thus easing the way for fire and life safety educators to serve as the education component of fire department first-responder programs

The NFPA also contributed to the growth of comprehensive injury prevention education with the release of the ***Risk Watch***[™] curriculum in 1998. With funding from Lowe’s Home Safety Council and the assistance of a broad-based technical advisory group, NFPA developed and pilot-tested *Risk Watch*[™]. The curriculum presents injury prevention lessons for children in preschool through grade 8 in such areas as motor vehicle safety; fire and burn prevention; choking, suffocation, and strangulation prevention; poisoning prevention; fall prevention; firearms injury prevention; bike and pedestrian safety; and water safety. Fire departments were among the first to adopt *Risk Watch*[™], often using it in conjunction with *Learn Not to Burn* materials or other existing fire safety curricula.

In 1985, the Los Angeles Fire Department developed and implemented the ***CERT (Community Emergency Response Team)*** concept. This training program furthered the process of citizens understanding their responsibility in preparing for disaster. It also increased citizens’ ability to safely help themselves, their family, and their neighbors. FEMA recognized the importance of preparing citizens and began promoting the nationwide use of the CERT concept in 1994.

The CERT program educates people about disaster preparedness for hazards that may affect their area and trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations. Using the training learned in the classroom and during exercises, CERT members can assist others in their neighborhood or workplace following an event when professional responders are not immediately available to help. CERT members also are encouraged to support emergency response agencies by taking a more active role in emergency preparedness projects in their community.

Organizing for Fire and Life Safety Education Programs

Successful fire and life safety education begins with good decisions by the managers of fire and life safety programs. These decisions identify the major problems and target audiences, design a program best able to address those problems with that audience, and deliver the right program to the right people (Cote, 1986, p. 3-5).

Although many states offer programs for fire safety education, they are not likely to be used without active leadership from local fire departments. The responsibility for organizing the fire department for fire and life safety education programs lies with the chief.

The chief obtains funding and other resources for the program. Usually the responsibility for planning and delivering the services lies with officers and teams selected by the chief. NFPA Standard 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator*, lists the qualifications for three levels of educators (► **Table 5-1**).

In many departments, the responsibility for fire and life safety education rests with the officer in charge of fire prevention. Personnel are usually assigned from the fire prevention division or the community relations division. In some smaller departments, the function is assigned as an additional duty to shift personnel or to a part-time specialist who is hired to develop and deliver these educational programs. Sometimes specialists are public educators who work on an as-needed basis in their spare time. Some excellent existing programs started out as part-time and grew into full-time operations. Many volunteer fire departments participate in public fire and life safety educational efforts. Their efforts may need to be tailored to the time members have available for such efforts. They often participate in community parades, fairs, and carnivals.

Developing or enhancing an effective fire and life safety education program in a community involves the same steps that are taken for any other program:

FYI

Both public and private funding sources may be approached to help finance expanded programs; approach local service organizations first. Your local library also has resources on how to obtain funding for such programs.

Table 5-1 Levels of Fire and Life Safety Educators

- **Level I** is for those who coordinate and deliver existing programs.
- **Level II** is for individuals who prepare educational programs and information.
- **Level III** is for educators who create, administer, and evaluate educational programs and information.

- Identifying needs (new or changed)
- Setting goals and objectives
- Developing and implementing a comprehensive program
- Monitoring, evaluating, and improving the program

Identifying Needs

Before fire department personnel develop a new or revised program to address local fire and life safety education needs, participants should review local, regional, and national fire and burn injury data and target the limited resources available for fire and life safety education to activities that will be most beneficial to those audiences. The department should ask these questions:

- What types of fires occurred and how frequently, locally and in broader areas?
- What were the causes?
- Are there specific patterns for the community that can be identified?

Answers to these and other questions can be found in fire department records as well as records from hospitals, insurance agencies, and state agencies. The U.S. Fire Administration, which maintains the **National Fire Incident Reporting System**, and the NFPA are excellent sources of supplementary information. The NFPA also has a wide variety of fire and life safety educational literature for all age groups.

Fire and life safety education programs should focus on generating public interest and cooperation in the areas of need. Each program component should be designed to be functional (i.e., to reduce potential fire risks) as well as appealing and motivational to target audiences. Field research in the community can provide information on the learning capabilities, attitudes and behaviors, accessibility, and current knowledge of people in the target

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audiences. The needs assessment should also include research on the programs of other fire departments for ideas of how to develop new programs or adapt existing ones to meet target audiences' needs.

Many well-intentioned programs are not successful because the message and the medium are not appropriate for the target audiences. For example, children in higher grades may not pay attention to messages they perceive as repeating programs presented in earlier grades. Effective programs develop messages that address the target audience with appropriate tone and language and with attention-getting techniques (▼ **Figure 5-2**).

Setting Goals and Objectives

Fire safety education is one area in which setting goals and objectives can bring significant benefits. When something is important yet not urgent, it is not likely to receive the attention it deserves until a crisis occurs. Setting goals and objectives can prevent such crises by making sure that appropriate action is taken before conditions precipitate a crisis. Action plans and deadlines facilitate achieving goals and objectives.

► **Table 5-2** lists sample goals and objectives a fire department might set for its fire and life safety education



Figure 5-2 A fire officer teaches a lesson on fire and life safety to grade-school children.

Table 5-2 Sample Goals and Objectives for a Fire and Life Safety Education

- Provide coordination with schools, and any requested support, so that all children enrolled in local preschool and day care centers receive at least one fire and life safety lesson during October/November and a second one during April/May.
- Provide coordination with schools, and any requested support, so that all fifth graders in local public schools receive four fire and life safety lessons between September and June.
- Plan and implement the annual fire and life safety assembly programs for grades K through 4 in each of the local public elementary schools during January, February, and March. [Note that developing programs for young children can be difficult without experience developing materials for that age group. It is therefore advisable to plan such programs in conjunction with specially trained and experienced educators in that field or to use materials from established programs such as *Learn Not to Burn*TM.]
- Ensure that the Parks and Recreation Department and the public libraries include fire and life safety messages for children in their ongoing programs.
- Identify levels of relevant KSAs for all department members and community volunteers who will be involved in delivering fire and life safety education presentations and develop individual development plans that will ensure full competence (as defined by the plans) by a specific deadline.
- Conduct three lessons in fire prevention and fire survival (emergency fire response) for all employees, on all three shifts, at all local nursing homes within a specific time frame.
- Develop a program on preparation for, and mitigation of, damage in the event of a major natural or man-made emergency (hurricane, flood, terrorist act, etc., as might occur in the locality), by a specific date.

program. In order that the people who will be involved in implementing the program segments have the necessary competencies, objectives should include the knowledge, skills, and abilities (KSAs) for the various elements that will be delivered (presentations in the various levels of schools, equipment and fire demonstrations, presentations to adult and senior groups, etc.). Some staff members, especially those members of the fire department who lead the program, should take a course in fire and life safety education at the National Fire Academy or at a state or local school where such courses are taught by professionals.

Setting goals and objectives benefits from appropriate participation by both those who will be involved and those who will be affected. (See Chapter 1, Additional Insight 1 and Appendix A4, Additional Insight 8.) In addition to the department members who are on the team, other individuals might be invited to help with planning and delivering the program for the community. The others may include individuals who can contribute ideas and possibly also services, such as educators, community leaders, representatives of the medical community, fire investigators, social workers, and representatives from the media, the building industry, and civic associations. If the group exceeds six or seven people, then smaller subgroups or committees may be charged with recommending goals and objectives for various aspects of the program. After the group has set goals and objectives, members who will not have an active role in implementation, either as members of the department or as volunteers, can sometimes be invited to serve in an advisory capacity.

In addition to program goals and objectives, specific programs have learning objectives. The NFPA's *Learn Not to Burn Curriculum* and *Risk Watch™* have learning objectives, as do state programs. For example, the New Jersey Division of Fire Safety's *N.J. Fire Safety Skills Curriculum*, which is modeled on a program developed in Oregon, sets goals and objectives for kindergarten and grades 3, 5, 8, and 11. Kindergarten is included, though not for all goals and objectives, because it has been determined that students at this age can begin to understand the dangers of uncontrolled fire, how to escape from it, and how to treat simple injuries caused by fire. The learning goals and objectives of the New Jersey program include those listed in **▶ Table 5-3**.

Distributing Program Materials

When developing fire and life safety education programs, a fire department can use materials, including posters, flyers, and other handouts, published by the NFPA and other organizations with fire protection interests **▶ Figure 5-3**. Many of these materials are for children in schools; others are for adults and can be left with local businesses and in public places. When inspectors check private dwellings, they may leave flyers with information about specific hazards. School systems also often distribute fire prevention flyers and posters to students to take home to their parents.

Many organizations distribute fire safety materials, including the *U.S. Fire Administration*, the *International Association of Fire Chiefs*, some state divisions of fire and life safety, local fire prevention associations, the Red

Table 5-3 Learning Objectives for Students in the New Jersey Fire Safety Skills Program

Students will be able to:

- Recognize the basic components and hazards of heat, smoke, gases, and flame
- Recognize the importance of early detection, quick reporting, and rapid suppression of fire
- Demonstrate knowledge required to escape life-threatening fire environments
- Demonstrate knowledge required to survive clothing fires
- Demonstrate basic first aid skills for minor burn injuries
- Identify home and outdoor fire prevention practices
- Recognize the causes of arson and its impact on the community
- Recognize the role of the fire department in the community

Source: New Jersey Department of Community Affairs, undated.

Cross, and such private organizations as the Shriners, the Association of Home Appliance Manufacturers, the Gas Appliance Manufacturers Association, Allstate Insurance Company, First Alert, BIC, and Energizer Batteries. Some county fire marshals' offices and possibly other state agencies provide materials for programs directed at juvenile fire setters and other young people who have a special fascination with fire.

Pilot Programs

When a fire department is developing a program, pilot tests are a useful way to validate the elements and teaching aids. The results of pilot tests indicate the effectiveness, accuracy, and appropriateness of the program before a department commits large amounts of time and resources to the project. There is no prescribed length for pilot tests. They can range from a few deliveries to a small number of groups to a townwide program with several months of presentations and alterations to fine-tune a large-scale county or state program.

Preliminary materials should be used in pilot tests whenever possible, so that they can be revised easily after the results of the pilot have been compiled. Audience reaction must be monitored carefully to ensure that the material is readable, understandable, appealing, and relevant to the audience members' actual and perceived

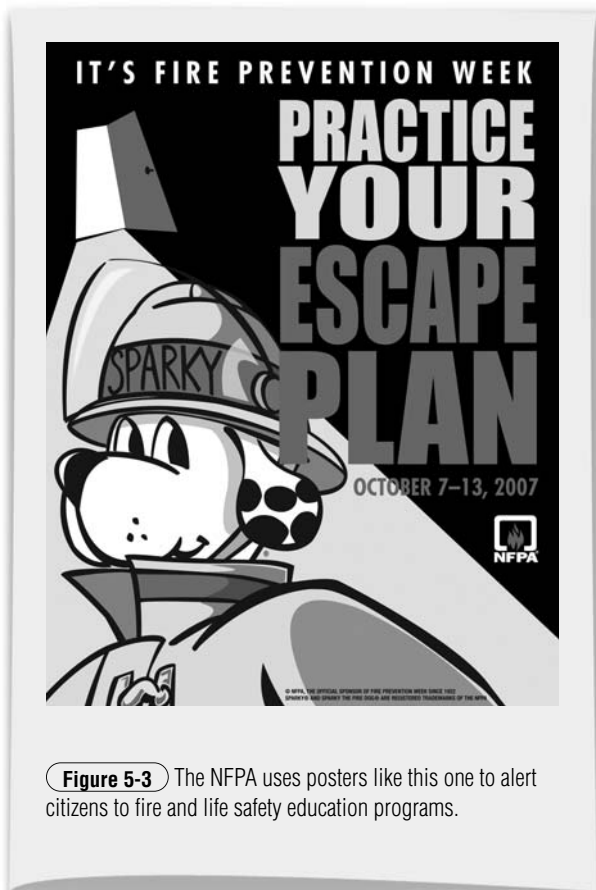


Figure 5-3 The NFPA uses posters like this one to alert citizens to fire and life safety education programs.

needs. Pilot programs also provide opportunities for instructors to practice their delivery skills and enhance their knowledge of the subject. When everything is ready, the pilot program can be delivered to the target audiences on a wider scale. It can also serve as a foundation for programs directed at specific segments of a target audience.

A comprehensive fire and life safety education program should reach all members of the community, sometimes more than once, by targeting schoolchildren who will bring the message home and by delivering the same message to targeted adult groups. Often a target audience already has a communication network of some kind. There are places where an audience meets or publications from which it already obtains information. Tying into any such identifiable, existing networks can help a program achieve practical impact.

Schoolchildren

School programs for children and young people, like the Oregon program mentioned earlier, usually reach grade-

school students several times as they progress toward graduation. School programs can be built around NFPA's *Learn Not to Burn* program. Alternatively, the fire and life safety skills curricula and supporting materials that many states offer to local school systems and fire departments may be used. Additionally, to support in-class programs taught by the regular teachers and sometimes augmented and assisted by fire department personnel, fire departments often offer programs such as fire drills, in which fire fighters or cartoon characters block exits, and "smoke houses," sometimes called "fire safety houses," which include trailers resembling houses, possibly with more than one low-ceiling floor, where hazards are simulated and students can practice window emergency exits.

To make the best use of educational materials, some fire department fire and life safety education teams arrange with local school administrators or curriculum coordinators to schedule in-service training for teachers. Fire department personnel or specially trained educators provide the instruction.

Instructors for in-service programs or other fire and life safety programs do not have to be certified teachers, but they should have demonstrated competence in teaching the target audience. Nothing is more important to the success of educational efforts than competent and dedicated instructors. Two ways to ensure effectiveness are to provide training for the instructors and to give them the necessary support to implement quality programs.

Staff members can get initial training from the National Fire Academy in Emmitsburg, Maryland, which offers residential courses in public fire education. The academy also offers public fire and life safety education training through field courses. **The International Fire Service Training Association (IFSTA)** publishes a manual, *Public Fire and Life Safety Educator*, that is used by many fire departments for instructor self-development (IFSTA, 1997).

In addition to programs aimed at students and in-service programs for teachers, instruction should also reach school administrators and maintenance personnel. Many fire departments conduct such programs in coordination with school authorities. The programs cover housekeeping to avoid the accumulation of combustible material, smoke and heat detection and alarm systems, monitoring of suppression systems, compartmentalization, dead-end corridors, and other topics of local significance. Instructors often review fire drill schedules and procedures with the administrators, either in conjunction with these programs or as part of the fire inspections.

Children in Alternative Education

A relatively new development, children taught at home by their parents, requires a different approach for reaching those children and their families. Some fire departments offer and advertise special sessions for these families at the fire station. Others encourage parents to bring the children to school when fire and life safety education events or classes are scheduled.

Boy Scouts, Girl Scouts, and Other Activity Groups

Programs for scout troops and other activity groups for school-age children are similar to those offered in grade schools. They may also be variations of fire station open house programs or simply opportunities for children to see and touch fire apparatus and equipment. Apparatus and equipment demonstrations, though valuable public relations tools and attention getters, are certainly no substitute for teaching fire and life safety behaviors.

Adults

Because the adults in a community are never all available at the same time, a comprehensive program must try to reach them in as many ways as the program staff and budget allow. Special messages may be given to specific groups, such as parents of small children and parents of adolescents considered to be possible fire-setter risks.

Adults can be exposed to fire and life safety messages in a variety of ways. During FPW, which is observed in a large number of communities, the fire department can stage events such as parades, fire station open houses, demonstrations of fire suppression, equipment and apparatus demonstrations, and window decorating contests with holiday or seasonal themes.

Fire department staff can distribute fire and life safety literature to adults during building inspections, at club and association meetings, and at special events such as store opening celebrations and fairs. They can also reach adults in church groups, parent/teacher organizations, fraternal associations, or other citizens' groups. Some adults may be exposed to programs presented at local colleges and in adult and continuing education settings.

Before groups agree to host a fire and life safety education program—whether a single program or a series of lectures or training sessions—many require that a proposal be given to their decision-making committee or person. The proposal should make its value stand out over other proposals that are competing for the group's limited time or resources. Sample handouts should be in-

cluded with the proposal. If the program consists of a series of training sessions, the proposal should include the following detailed sections:

- Statement of needs
- Behavioral objectives
- Format description, including the number and length of lessons, the topics to be covered, and audiovisual materials to be used
- Estimates of income from requests for funding, to corporate or private sponsors, for the costs of developing the program
- Description of evaluation tools

Another way to reach adults is through special interest groups or groups whose goals are to provide channels of communication between various segments of the community and the fire department. The information needs of special interest groups are similar to those of the general public, but different enough to require individual programs. Groups form around educational, industrial, institutional, residential, high-rise dweller, civic, service, professional, and commercial interests. Fire department personnel can reach members of these groups through the groups' newsletters, through public service columns in print media and on radio or television, or through speakers' bureaus.

Building inspections, whether required or requested, are an opportunity to reach adults with messages about fire and other life safety hazards in the home, plant, or office. When carried out in a competent and professional manner, inspections can make the public receptive to safety information. Although single-family home inspections may not seem to be a very efficient use of department personnel time, they can include fire and life safety messages and handouts and encourage homeowners to spread the word about the benefits of greater fire and life safety awareness. Other homeowners may then call the local fire department and ask to have their homes inspected, or they may request literature on fire and life safety. A review of NFPA data in Chapter two of the NFPA Handbook indicates that a majority of home fires and a significant majority of home fire fatalities are the result of fires starting in a living room, bedroom, or kitchen.

Older Adults

Older adults in private residences may have more discretionary time than other adults and may be more easily motivated to obtain and read literature and act on the suggestions it contains. Many older adults reside in multi-apartment senior housing facilities and in

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Continuing Care Retirement Communities, which provide a broad range of residential facilities to seniors, including independent living, assisted living, and skilled nursing (nursing home) services. The administrators of these facilities offer many social and educational programs to their residents, and most welcome sessions on fire and life safety education. NFPA has developed a new fire safety education program for the senior citizen community called *Remembering When: A Falls and Fire Prevention Program for Older Adults*. This resource should be explored for its local applicability.

Residents of Hospitals, Nursing Homes, and Other Group Homes

In most states, hospitals, nursing homes, and group homes are inspected several times each year. These inspections are opportunities to deliver fire and life safety messages to the management, staff (with emphasis on engineering and maintenance), and even those residents who can participate in identifying hazards, practicing fire-safe behavior, and evacuating in emergencies.

Motels and Hotels

Most of the people in these facilities are transient and do not attend any functions that might be appropriate for delivering fire and life safety education messages. There are many places where literature may be left, however—on the counters and in the rooms. Many facilities are required to display “In case of fire emergency” instructions on the inside of room doors. Some managers might be willing to augment these notices with “Fire Safety Suggestions for the Home” that remind the occupant of important hazards and safety procedures when they return to their permanent residences, such as smoke alarms and carbon monoxide detectors. Even the required messages have fallout benefits in reminding travelers of hazards and emergency evacuation procedures that might lead them to review the safety in their homes. Here, as in nursing homes and other health care institutions, staff training in conjunction with inspections can help increase fire and life safety hazard awareness and lead to safer practices.

The Media

The media can play two distinct roles in support of local fire safety education. They can deliver public fire safety education messages, and they can provide publicity to keep the fire department’s mission in the public eye. Assistance in developing media relations programs can be found in NFPA’s *Fire Protection Handbook* (Cote, 2003,

Section 5-5). The media reach audiences of all ages and in all situations with articles by reporters and editors that provide publicity and also with public education or public service messages. Local daily and weekly publications and local radio and TV stations provide many opportunities to spread fire and life safety messages widely. Some local shopper tabloids may even be willing to distribute free flyers with the paper as a public service. (See NFPA’s *Fire Protection Handbook*).

Every article and every news item that offers further information brings inquiries and requests for the literature that is offered. All these publicity programs help the public understand what is important in preventing fires and fire-related injuries. To be most effective, publicity should adhere to the following guidelines:

- Information should be disseminated in a steady and continual flow over a period of time. Isolated messages are not as likely to be remembered.
- Publicity should be geared to events and seasons by emphasizing the current seasonal hazards. A fire and life safety message can be offered to the newspaper or broadcaster as an addition to announcements of FPW, delivery of new apparatus, plans to build a new fire station, and so on.
- Sometimes news items can be used to pave the way for more specific educational information. For example, an article that describes how the fire department brought a specific house fire under control with minimal damage and no loss of life might mention that the occupants had recently installed a smoke detector. A follow-up article on smoke detection equipment and carbon monoxide alarms reinforces the message that working alarms save lives and gives further motivating details.

Programs delivered to various audiences can be very useful, as can articles in newspapers. Timing and matching programs to audiences is important. A fire and life safety educational message is best received when it refers to a prominent recent fire event and when it is appropriate for the target audience. The message should not, for example, be delivered to a senior citizen audience on the same evening as the annual banquet, and a lecture on the chemistry of fire is far less appropriate for a first-grade class than is a discussion of behaviors from the NFPA’s *Learn Not to Burn* curriculum.

A fire department can gain the attention of the public through the media more easily if the department’s personnel are organized to deal with the media. Many de-

partments have specially trained public information officers. In the absence of such officers, the fire prevention bureau usually handles publicity. The chief or a designated officer should work with editors of local papers and the managers of local radio and television stations to arrange comprehensive public education programs that avoid the limitations of single, uncoordinated articles. A member of the department can then consult directly with the newspaper or radio/television station staff in the development of specific segments of the program. This type of planning can help bring higher priority at times when the media might not normally consider items on fire prevention to be of foremost importance.

Television or radio interviews and prepared articles for the newspapers (especially during FPW in October) draw attention to particular hazards and escape techniques, explain critical elements of the fire codes, and solicit compliance. Some departments enlist volunteers to write general-interest articles on specific aspects of fire and life safety. An article could discuss how to deal with grease fires in the kitchen, how to plan escape routes, stop-drop-and-roll, Operation EDITH (Exit Drills in the Home), how to protect children against accidents causing burns or scalding, and what to do in case of a fire.

Every large fire presents an opportunity to publicize the importance of fire prevention, especially when it involves loss of life, serious injury, or large property loss. At such times, both the press and the public are more receptive to ways to reduce the risk of fire. People are then more likely to take steps to protect themselves. Another publicity opportunity comes when something of importance or of special interest to the public occurs that is related to fire and life safety and that must be communicated immediately via the media. In addition to a large fire that is in progress and of concern to the public, such an issue could be a particular potential fire problem (such as hazardous toys or garments) or the need for special care in forests during a prolonged dry spell.

Monitoring, Evaluating, and Improving the Program

As a fire and life safety education program is developed and applied, questions arise and may be grouped into the following six sections (Cote, 2003, p. 5-17):

- What is the problem to be addressed?
- What is the strategy to address the problem?
- Who is the target audience?
- Was the target audience reached by the strategy?

- Did the strategy change the target audience as intended?
- Did the fire problem decline?

A properly structured program needs to consider these questions. It is important to monitor the progress of fire and life safety educational programs. Tracking performance is quite easy once a plan to do this has been created. This plan will include the goals and objectives of the program, which act as the target for the program delivery. It then takes the maintenance of accurate records on publications, program deliveries, dates, and attendance. More complicated is the monitoring of effectiveness. Documentation is also an essential element of this aspect of monitoring. To ensure that a program fully serves its intended purpose, its results should be compared with its objectives. In large communities where one objective may be to lower the number of various types of fire incidents, a department can evaluate the effectiveness of the program by seeing whether the number of such incidents has decreased since the program started. Information compiled when local fire problems were identified can be used as baseline data to evaluate the effectiveness of the fire and life safety education program. In small communities where very few fires occur, a department may have to take a program's effectiveness on faith. Monitors may compare the number of programs conducted, the people actually attending, and the personnel participating in what was planned. The measure of effectiveness is based on this comparison.

Concluding Remarks

The fire and life safety education function offers many opportunities for fire fighters and officers to perform interesting and beneficial tasks, such as speaking, visiting schools, or writing, all of which can have a positive impact on the community. At the same time, these activities are rewarding to those fire fighters who are involved.

Reviewing the fire service guidelines can help officers find interesting challenges and opportunities, as well as useful ideas for meeting them. Such a review would, of course, be in addition to considering the relevant fire service guidelines and management/leadership guidelines whenever a decision has to be made. The guidelines raise practical questions:

- What resources (department member time, apparatus, special equipment, etc.) should be devoted to the fire and life safety education effort?

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- What kinds of plans should be prepared to contact groups for which fire and life safety presentations can be made or other educational events or demonstrations can be scheduled?
- What schedules should be developed for presentations or other events?
- How can more fire fighters become interested and involved in the fire and life safety education effort?
- What training do fire fighters and others need for the type of involvement they would like and for which they can be scheduled?
- What nontangible rewards can be provided for department members who devote effort (including personal time) to fire and life safety education?

These questions are not an exhaustive list, and they are not necessarily the most appropriate ones for a given department. However, the questions do emphasize the way the functional guidelines and the eight management/leadership guidelines interact for greater effectiveness of the function.

All of the preceding questions, in one way or another, relate to the functional guidelines, because plans, schedules, human resources, training, and even rewards are likely to lead to effective educational programs and public involvement.

Wrap-Up

Key Terms

Campus Firewatch™ is an educational curriculum published by NFPA that can be used in schools to teach children about fire safety.

Community Emergency Response Team (CERT) educates people about disaster preparedness concepts.

Continuing Care Retirement Communities provide a broad range of residential facilities to seniors, including independent living, assisted living, and skilled nursing (nursing home) services.

Fire Protection Handbook, published by NFPA, provides information for developing media relations programs.

International Association of Fire Chiefs is a private association of fire chiefs.

The International Fire Service Training Association (IFSTA) publishes the manual *Public Fire and Life Safety Educator* that is used by many fire departments for instructor self-development.

Learn Not to Burn Resource Books are curriculum and program materials developed by NFPA for children in kindergarten through grade 3.

National Fire Incident Reporting System, maintained by the U.S. Fire Administration, reports causes, frequencies, and types of fires that have occurred locally and in broader areas, and analyzes them for patterns.

N.J. Fire Safety Skills Curriculum, a program modeled on one developed in Oregon, sets goals and objectives for kindergarten and grades 3, 5, 8, and 11.

Product/service is a generic term that applies in every industry and government activity. The fire service has many services and even a few products, including fire suppression, fire prevention activities, EMS, and the nontraditional services.

Public Fire and Life Safety Educator, published by IFSTA, is used by many fire departments for instructor self-development.

Public fire safety education is an obsolete term that referred to fire and life safety education.

Risk Watch™ is a curriculum developed by NFPA in 1998 to stimulate comprehensive injury prevention education. The curriculum presents injury prevention lessons for children in preschool through grade 8 in such areas as motor vehicle safety and fire and burn prevention.

U.S. Fire Administration is an agency of the U.S. government that deals with fire issues.

Study Questions and Activities

If you are working alone, prepare your own written responses to these questions. If you are studying with a team or working in class, discuss the questions with the group and write a consensus answer.

1. Discuss the main purposes of fire and life safety education.
2. Develop a series of goals and objectives for implementing a community fire and life safety program by (a) a small local fire department and (b) a large metropolitan fire department.
3. Who are the major audiences for fire and life safety education messages in a community?
4. Think about the program in effect in your department and list additional steps that would be beneficial, in two separate groups: (a) those that would require significant time and financial resources and (b) those that could be implemented without any resources or with modest expenditures of time and money.
5. What are the different ways in which the adults in a community can be reached with fire and life safety messages?
6. Why might a program proposal be required before a fire and life safety education session can be scheduled? What should the proposal cover?
7. Discuss the benefits of pilot testing a new or revised community fire and life safety education program.
8. How can the effectiveness of fire and life safety education programs be evaluated?
9. What are the different methods a fire department can use for public education in fire prevention?
10. What are the specific responsibilities of a company officer with respect to fire and life safety education, considering the objectives and guidelines.
11. In what ways can a company officer apply the management/leadership guidelines to fire and life safety education and thereby improve the company's performance?

Wrap-Up

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