



FIRE INSTRUCTOR I

Student Presentation Lesson Plan

12-Organization of Fire Departments

Outline of Instruction

Objective

Upon successful completion of this lesson, the student shall be able to:

- Describe the organization of fire departments. [NFPA® 1001, 5.1.1]

Instructor Directions

1. Set up non-projectable training aids
 - a. Chart pad to include:
 - i. Title Page
 - ii. Acronym
 - iii. Summary
 - iv. 1 Application scenario
 - v. 2 Evaluation questions
2. Set up projectable training aids (LCD projector & computer)
3. Present lecture utilizing this outline of instruction, non-projectable and projectable audio visual aids.
 - a. Overall time 18 min. (set up, present topic, and take down of audio visuals)
 - b. Presentation time 8-12 min. (presentation time is part of the 18 min)
4. Breakdown of projectable training aids.

Reference Stowell, F.(2013). Essentials of Fire Fighting and Fire Department Operations (6th ed.). Upper Saddle River, N.J.: Brady Pub.; ISBN# 978-013-314080-4

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Preparation

Introduction

- Instructor introduction
- Objectives
- Preparation Step

Presentation

A. Fire Department Organization

1. Organizational structure

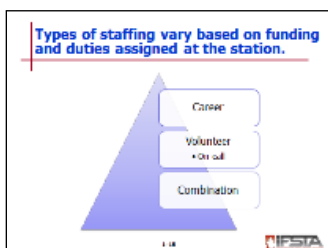
- a. Pyramid/hierarchy with chief at tip and firefighters forming base; layers in between are personnel assigned by rank and duty
- b. Moving up pyramid increases level of authority and responsibility

2. Types of fire departments – Determined by how organization is funded

- a. Public
 - i. Funded through taxes, fees, grants, fundraisers, donations, and contracts
 - ii. Community may be municipality, county, district, or other area defined by AHJ
- b. Private
 - i. Funded through contracts, billing for services, revenue provided by parent organization
 - ii. Services provided to single firm, facility, or municipality

3. Staffing

- a. Career – Work a required schedule, receive pay and benefits for work



- i. Facilities and equipment maintained by municipality, county, or industry
 - ii. Provide services through full-time career firefighters and other personnel needed
 - iii. Also include departments serving military installations and private industrial sites
 - iv. Continually staffed – Personnel live in station when on duty with administrative offices on conventional business hours
- b. Volunteer – Personnel receive minimal or no pay for work
- i. May be overseen by local government; may be independent, governed by elected board of directors
 - ii. Funding
 - (a) Publicly funded – Town or county provides facility, purchases equipment, pays for maintenance
 - (b) Other funding sources – May include donations, subscription fees, billing, and fundraising events
 - iii. Station not usually continually staffed – Designated personnel respond to station to drive apparatus, others report to scene
 - iv. On-call – Responder is summoned to station or scene by telephone call, pager, or community signal
 - (a) Personnel paid for responding – Hourly wage or set fee per response

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(b) May be used to pay part-time personnel in full-time organizations

c. Combination – Some personnel receive pay while others serve voluntarily

4. Separation of departmental duties

- a. Line personnel – Deliver emergency services directly to external customers
- b. Staff personnel – Provide advice, services, and support to line personnel



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Chart Pad:

Title Page

- Name, Department, Title of Presentation

Acronym

- **L.I.P.** (Life Safety, Incident Stabilization, Property Conservation)
instructor relates these priorities to the lecture

Summary (2-4 key points)

- Instructor reviews 2-4 key points of the lesson plan to clarify uncertainties, prevent misconceptions, increase learning and improve retention

Application (1 scenario)

- The student is given a scenario where the student will apply all of the knowledge that was given in the lecture. *This is not a question*, it is merely the explanation of the scenario.

Evaluation (2 questions)

- Instructor should ask students 2 direct questions that were presented during the lesson. *Answer to the questions must be give after asking the question.*