



FIRE INSTRUCTOR I

Student Presentation Lesson Plan

17-Safe Vehicle Operations

Outline of Instruction

Objective

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

- Summarize safe vehicle operations. [NFPA® 1001, 5.3.2]
- Summarize guidelines for riding safely on the apparatus. [NFPA® 1001, 5.3.2]

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

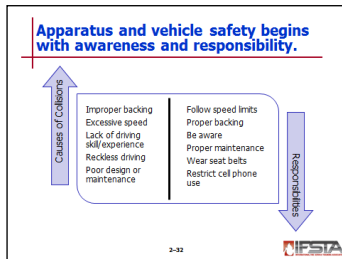
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Preparation

Introduction

- Instructor introduction
- Objectives
- Preparation Step

Presentation



Apparatus and Vehicle Safety

Basic causes of apparatus collisions

Improper backing of apparatus

Excessive speed by driver/operator

Lack of driving skill and experience by driver/operator

Reckless driving by public

Poor apparatus design or maintenance

Driver/operator responsibilities

Follow posted speed limits, practice proper driving techniques

Use proper backing techniques

Be aware of other drivers, be prepared to take evasive action

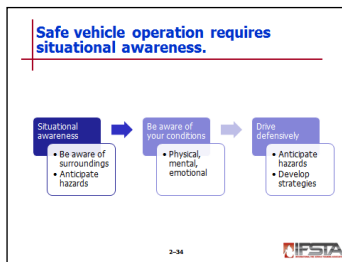
Inspect and report maintenance needs of apparatus

Wear seat belts all times when apparatus is in motion

Restrict use of cell phone – Pull to side of road or wait until reaching destination

Never operate vehicle you are not certified for – Check local licensing requirements

Safe Vehicle Operation



Requires situational awareness – Be aware of surroundings, anticipate potential hazards

Be aware of your physical, mental, and emotional condition

Driving defensively – Anticipate potential hazards, develop strategies to deal with them

Emergency responses

Before leaving station

Seatbelt must be securely in place

Hearing protection must be worn

While en route to incident scene

Make sure that all visible warning devices are on and functioning

Leave station slowly

Approach intersections cautiously

Always come to complete stop at red light or stop sign

Cautiously move into opposing lane of traffic at intersection if all traffic is stopped

Use extreme caution at railroad crossings

Aim high when steering

Use headlights during daytime responses

Use mixture of audible warning sounds

Multiple emergency vehicles should travel at least 300 – 500 feet (91 to 150 m) apart



Do not blind oncoming drivers with your lights

Turn off wig-wag lights at night

Always use turn signals

Nonemergency operations

Includes returning from incidents, going to training or maintenance

Use defensive driving skills

Never allow anyone to ride on exterior of apparatus – Exception is slow-speed (less than 5 mph [8 km/h]) hose loading operations

Should always use spotters when backing the apparatus

Spotter safety guidelines

Wear PPE or reflective vests

Always remain visible to the driver/operator

Never shine a handlight into the mirror

Use your department's hand signals for communicating with the driver

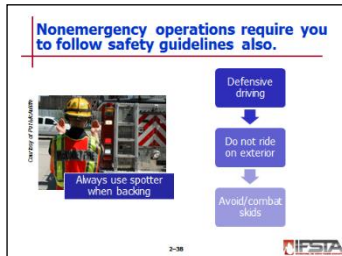
To avoid and combat skids

Do not drive too fast for conditions

Anticipate weight shifts and possible obstacles

Pump brakes on old apparatus; let up and pump again if skid begins

Newer apparatus equipped with antilock braking systems (ABS) maintain constant pressure on the brake; be prepared to let up if skidding does occur



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Do not release the clutch on a standard transmission until the vehicle is under control

On slick roads, test brakes at low speed to see if vehicle is likely to skid

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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.*