



FIRE INSTRUCTOR I

Student Presentation Lesson Plan

2-Escape

Outline of Instruction

Objective

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

- Explain what survival actions firefighters can take when needed. [NFPA® 1001, 5.3.1, 5.3.5]

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



Safety guidelines

Remain calm

If you have hose line – Maintain control of nozzle and use for protection

Orient yourself to points of reference – Hose lines, search lines, walls, points of exterior light

Stay low

Keep in contact with wall

Stay in radio communication

Remember which level of structure you are on

Control breathing

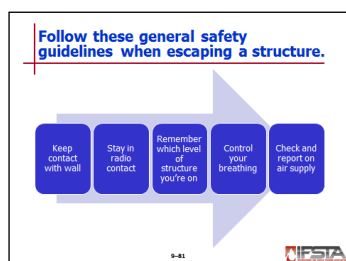
Check air supply frequently and report to Command

To search for exit

Locate wall, crawl along it

With one hand sweep floor ahead to avoid openings

With other hand sweep wall to find window – Reach as high as you can without standing



Interactive slide,click to show all information



Interactive slide,click to show all information



When you locate window that can be opened – Determine if window will allow you to exit

Notify Command of location – Ask if opening window will make conditions worse

If on upper story

Find out if aerial or ground ladder is at or near window

If not – Report location and need for means of egress

If you have escape rope system – Secure to sturdy interior point, climb through window, descend to ground; only use if properly trained

Breach a wall

Should be last resort – Requires strength, will use air supply

Interior easier to breach than exterior

Remain low and use forcible entry tool to make opening

Remove enough wall material to make space large enough to crawl through; then make opening in wall on other side

Use forcible entry tool to sound the floor on the other side of wall and locate any obstructions

May have to adjust SCBA to fit through opening – Loosen right shoulder strap and waist belt, then shift until SCBA is tucked under left arm; exit on side

In wall with standard 16 inch (406.4 mm) stud spaces may exit SCBA first

Sit back against open stud space –
Push SCBA through followed by
one arm, then next

Push against wall to pull body through
in swimming motion

Only use this method as last resort –
Increases risk of becoming
separated from air supply

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.*