



## FIRE INSTRUCTOR I

### Student Presentation Lesson Plan

## 20-Size-up

### Outline of Instruction

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#### Objectives

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

- Summarize the impact of building construction and floor plans on structural search techniques. [NFPA® 1001, 5.3.9]
- Explain size-up and situational awareness considerations during structural searches. [NFPA® 1001, 5.3.9]

#### 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 (6<sup>th</sup> 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

Knowledge may come from

Inspections

Pre-incident surveys – Performed on target hazards in response areas

Architectural plans – Submitted to authority having jurisdiction (AHJ) when built or when modified

Personal observation – Tour buildings under construction or renovation to learn about construction materials, floor plan

Residential dwellings – Department will not have access once building complete

New construction surveys important

Can also observe when installing smoke detectors as part of fire prevention

Observe layout of structures in response area, including commercial buildings

Note similarities between residential structures

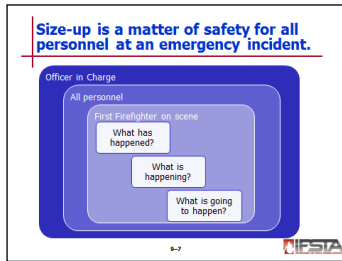
After emergency incident observe floor plan and location of doors, windows, vent pipes, chimneys

Interior alterations can change layout, prepare for unexpected

Also learn by attending local zoning meetings, going to realtors' open houses, getting to know local building officials



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## Size-up and Situational Awareness

### Size-up

Observe incident scene to answer

What has happened?

What is happening?

What is going to happen?

Initially performed and reported by first firefighter on scene

Actively monitored by all personnel throughout incident

Ultimate responsibility rests with officer in charge

### Situational awareness

Begins when arriving on scene

Observe exterior of structure for indications of size and location of fire

Determine if building is occupied based on clues – Vehicles in driveway, lights visible in windows

Assess probable structural integrity of building, how long it will take to effectively search

Identify possible escape routes before entering – Doors, windows, fire escapes

### Communication

Conditions change rapidly – Tell others what you observe, pay attention to what they observe

Listen to radio reports from communication center, other units – They are observing other sides of structure you cannot see



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Keep team members, supervisors informed of any changes

After entering structure – Use senses to increase awareness

Listen for sounds that indicate fire is becoming more intense

Watch for color of smoke – Indicates type of fuel, phase of fire

Feel walls, doors with back of hand to determine if fire on other side

Sound floor before advancing to determine if it will support weight

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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.*