

MINNESOTA FIRE SERVICE CERTIFICATION BOARD

PUBLIC FIRE LIFE SAFETY EDUCATOR I SKILLS TESTING

NFPA 1035 - 2015 Edition

Prerequisite

A completed application and payment plan are required one week before taking the Fire Life Safety Educator I Certification test. The candidate is expected to be knowledgeable and able to meet the criteria outlined in NFPA 1035, Professional Qualifications for Public Fire and Life Safety Educator, 2015 Edition. There are several ways to obtain the knowledge and skills necessary to pass the exam, such as a technical college program, an individual fire department training, home study, etc. The Minnesota Fire Service Certification Board does not provide any training nor do we provide examination reviews. No prior certification is required.

Standard

NFPA 1035, 2015 Edition, Standard for Professional Qualifications for Public Fire and Life Safety Educator. The questions and skills tested are designed to test the candidate on the knowledge and proficiencies as outlined in NFPA 1035, 2015 Edition. All written questions and skills have been referenced to a specific standard in NFPA 1035.

Reference List (V8.5)

The textbooks and reference documents listed below were used in developing the test questions and the practical exams for the Certification test. The candidate should have knowledge of the information contained in these books:

- IFSTA, Fire and Life Safety Educator, 3rd Edition, 2nd Printing
- IFSTA, Fire and Emergency Services Instructor, 8th Edition, 1st Printing
- NFPA, 1035, Professional Qualifications for Public Fire and Life Safety Educator, 2015 Edition.

Test

The written test is made up of 100 multiple-choice questions selected at random from a test bank of 197 questions. A score of 70% (adjusted by standard measurement of error) must be achieved in order to achieve a passing score. The Skills test will require the candidate to complete the skills required to prove proficiency in the areas outlined in NFPA 1035, 2015 Edition.

Test Cost

\$120.00

Re-certification

- Every three years.
- Requires 24 hours of Fire and Life Safety Educator training and activity for each of the three years.
- Re-certification Cost: \$25.00

Public Fire Life Safety Educator I

NFPA 1035 2015 Edition



Requirements:

1. **Required prerequisite – none.**
2. **Completed application form and fee of \$120 is covered.**
3. **Candidate will be required to complete Skill 4 along with 2 of the remaining 5 skill stations which will be chosen at random by the evaluator.**

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SKILL STATION 1 – DOCUMENT FIRE AND LIFE SAFETY ACTIVITIES

Candidate Name/Number _____

Evaluator: _____

Reference: NFPA 1035 2015 Edition: 4.2.1 & 4.2.2

Document fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form or format is completed with the correct information.

Prepare activity reports, given specific forms or formats and information on activities, so that all components of the forms or formats are completed with the correct information.

Candidate Task: The purpose of this activity is to practice completing a public education activity report.

Conditions: Using the information below complete the public education request sheet front and back. If there is not specific information provided, use your imagination.

Required Equipment: Writing instruments, public education request sheet.

Success Criteria: Identify the specific criteria student must successfully complete

Grading Elements: 70% passing

Skill 1.1

You have completed a class to preschoolers on calling 9-1-1. There were 10 children in the class, ages 4 to 6. They were very cooperative and enjoyed the presentation. The teacher was Judy Jones. She was also very cooperative and wants you to return in the future. She is also interested in implementing The Play Safe, Be Safe program in her class. At the end of the class you conducted an evaluation using a telephone and emergency cards. Eight of the children were able to call 9-1-1 and give the correct information. The other two children seemed to be scared and unsure of what to do when they called. One of the children began crying and refused to continue. Judy said that the child cried often and was very shy and reserved. The presentation was held at the Brite Star Preschool located at 12 Park St. Happyville, USA on March 4, 2017, at 10:00 hours. You are very satisfied with the presentation. You had the children watch Dora's Emergency DVD and gave each of them a 9-1-1 coloring sheet.

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Request for Community Education or other Public Relations activity

Date Received: _____, _____

Type of Tour/Demo/Activity: _____

Station Number or Location: _____

Day/Date Requested: _____, _____ Time: _____

For: _____

Number People Attending: Adults Children Ages

Name of Person Requesting: _____

Phone Number: - - Daytime - - Evening

Special Instructions: _____

Please fill in information below and return entire form to the station office when tour or other activity is completed.
Record handouts used title & quantity: _____

NAMES OF FIRE PERSONNEL	DATE	HOURS SPENT	NUMBER OF ADULTS / KIDS	
# _____ PERSONNEL NEEDED				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

*** Please give a brief summary of what was done on the back. *****

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Truck used: _____

Video: _____

Message(s): _____

Other activities/information: _____

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Skill 1 Evaluation

The purpose of this activity is to practice completing a public education activity report. Using the information given the candidate should complete the public education request sheet front and back. If there is not specific information provided, candidate should use imagination to complete report. A score of 70% is required for passing.

	Deductions	Points
Date received		5
Type of tour/demo/activity		5
Station number or location		5
Day/Date requested , i.e. Wednesday, June 6, 2017		5
Time		5
Who the presentation is for		5
Number of people attending, adults, children, ages of children		5
Name of person requesting		5
Daytime & evening phone numbers should include area code		5
Special instructions		10
Handouts recorded; number and quantity		5
Number of personnel needed		5
Names of personnel listed		5
Hours spent		5
Truck used		5
Videos used		5
Messages		5
Other activities, information		10
TOTAL		100

Score _____

Candidate #: _____

Examiner: _____

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SKILL STATION 2 – MAINTAIN WORK SCHEDULE

Candidate Name/Number _____

Evaluator: _____

Reference: NFPA 1035 2015 Edition: 4.2.3

Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.

Candidate Task: The purpose of this activity is to apply the scheduling process to routine fire and life safety program activities. Carefully review the scenario. Using the scheduling worksheet, schedule the presentation requests so that all the requests are achieved within the scope of the guidelines described. Also, identify any additional pertinent information about the presentations such as resources required, etc.

Conditions: Candidate will complete the schedule using the given scenario.

Retest Policy: Retest arranged in accordance to Minnesota Fire Certification Board procedures.

Required Equipment: Writing instruments, scheduling packet, outlook calendar page

Success Criteria: Identify the specific criteria student must successfully complete

Grading Elements: 70% pass

You are planning your schedule for the week, which begins two weeks from today. Currently, there is nothing on your schedule. At the end of each day, you need to complete an activity report for the day. The activity report takes 10 minutes to complete. The requests are listed on the next page. Use the guide when creating your weekly schedule.

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Skill 2

Scenario Skill 2.1

1. Jonesville Elementary wants a truck demo for 2 Kindergarten classes. They are available on Thursday or Friday from 1:00-4:00pm. The school is 20 minutes from the station. Each presentation takes half an hour.
2. Pinewood Elementary is having a safety night on Tuesday from 4:30 to 6:30pm. They have invited the Fire Department to have a table with safety information. The school is 10 minutes from the station.
3. Sysco would like fire extinguisher training for 2 different shifts of employees. The shifts are 7-11am and 2-6pm on Monday, Tuesday or Wednesday. Sysco is 30 minutes from the station. They would like the presentations done on the same day. Each presentation lasts one hour. You need the burn pan, the computer, the projector and the fire extinguisher power point for the presentation.
4. Greenway Elementary wants a presentation for four classes on bike safety on Monday, Tuesday, or Thursday. The school is 5 minutes from the station. The times available are 10:00am to 12:00 and 1:00 to 3:00pm on each day. Each presentation takes half an hour.
5. The Chief has asked you to present current programs to the Safety Services on Monday from 2-4pm. The presentation will take place at the station. There is a computer and projector at the station you can use.

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Time	Sun Jun 26	Mon Jun 27	Tue Jun 28	Wed Jun 29	Thu Jun 30	Fri Jul 1	Sat Jul 2
7 am							
8 am							
9 am							
10 am							
11 am							
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							

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Skill 2 Evaluation

	Deductions	Points
Presentations are only weekdays from 7 am to 7 pm		10
Work up to 8 hours a day, and no more than 40 hours a week		10
Resources needed are recorded		10
Presentations are scheduled in allotted time		10
Travel time is accounted for in schedule		10
The daily activity report is accounted for on schedule		10
No conflicts		20
All presentations scheduled		20
TOTAL		100

Score _____

Candidate #: _____

Examiner: _____

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SKILL STATION 3 – COMMUNITY RESOURCES & PARTNERS

Candidate Name/Number _____

Evaluator: _____

Reference: NFPA 1035 2015 Edition: 4.2.4 & 4.3.1

Identify community resources, services, and organizations, given a current list of resources, organizations, and identified need(s), so that the public is referred to the applicable resource(s).

Identify partners to address current fire and life safety issues, given current fire and life safety issues, community resources, services, and organizations, so that information and resources are shared.

Candidate Task: The purpose of this activity is to list community partners that could assist the educator with injury prevention programming.

Conditions: Identify which community partners could best help meet the program objectives.

Retest Policy: Retest arranged in accordance to Minnesota Fire Certification Board procedures.

Required Equipment: Writing instruments and paper.

Success Criteria: Identify the specific criteria student must successfully complete

Grading Elements: 70% pass

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Identifying Community Partners

Organization	Possible Resources For Injury Prevention
Hennepin County Medical Center	Car seat inspections Car seat technician instruction Car seats for children with special needs Injury statistics for hospital admissions
Red Cross	1 st Aid training
VFW	Volunteers for events Funding for community projects
Lions Club	Volunteers for events Large open side tent for events Funding for community projects
Police Department	Car seat inspections Crime prevention education Bike helmet program Crime statistics and mapping
Home Depot	Smoke alarms at a discount Employee volunteer group
Meals on Wheels	Visits to home bound
Public Health	Home visits
Senior Center	Weekly senior activities Support services for seniors
Public Library	Children's activities Public bulletin boards
Churches	Public bulletin boards Church nurses association Children and adult programming
Chamber of Commerce	Welcome Wagon Baskets to new residents
County Human Services Agency	ESL classes Parenting classes
Early Childhood Education Program	Parent and child classes
School District	Child education
Rotary Club	Financial support for community projects Networking opportunities

You are developing a home safety assessment program. Identify three organizations from the list that could help with the program. Indicate your choices by circling the organization name and the resources they offer that you would use.

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Skill 3 Evaluation

	Deductions	Points
Identifies 1 st Organization with common fire and life safety goals		25
Identifies 2 nd Organization with common fire and life safety goals		25
Identifies 3 rd Organization with common fire and life safety goals		25
Correct choice of resource compatibility		15
Choices reflect opportunity for optimum shared services		10
TOTAL		100

Score _____

Candidate #: _____

Examiner: _____

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SKILL STATION 4 – PRESENTATION

Candidate Name/Number _____

Evaluator: _____

Reference: NFPA 1035 2015 Edition: 4.4.1, 4.4.2, 4.4.3, 4.4.4, and 4.4.6

Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives.

Practice safety during fire and life safety education activities, given a lesson plan and a list of equipment so that fire and life safety activities are conducted without injury to educator or participants.

Present a lesson using given lesson plan, using multiple presentation methods, given evaluation instrument, within time allotment, setting, and to identified audience, so that the lesson plan is followed and the objectives are met.

State how you would adapt a lesson plan to a specific audience, so that the material presented meets the needs of the audience.

Disseminate educational information, given information and/or materials, a specified audience, and time frame, so that the information reaches the audience within the specified time.

Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are measured.

Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information, organizational policies, and methods and time frame for releasing that information, so the information is on time and accurate.

Candidate Task: Using the given prepared lesson objectives, present a lesson with multiple presentation methods, selecting instructional materials, distributing educational information, preparing a notification of the class, administering an evaluation instrument while maintaining safety during the class.

Conditions: Candidate shall use one of the two randomly selected lesson plans with lesson objectives.

Retest Policy: Retest arranged in accordance to Minnesota Fire Certification Board procedures.

Required Equipment: Any needed AV equipment, support material for the class presentation will be provided.

Success Criteria: Identify the specific criteria student must meet successfully complete

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SKILL STATION 4 - PRESENTATION

Tools, Equipment & Materials Checklist

Examiners Provide:

- Printed evaluation for candidate to distribute
- Lesson plan
- Presentation support materials for the presentation

Site Provides:

- LCD Projector/Computer (if available)
- Class Room with table and chairs
- TV&VCR/DVD
- Screen
- Flip Chart / Easel
- Markers

SKILL STATION 4.1

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Lesson Plans: Smoke Alarms (4th grade presentation)

Learning Objectives

1. Identify the purpose of smoke alarms.
2. Identify where smoke alarms should be installed.
3. Identify how to keep smoke alarms in working order.

Materials

Smoke alarm, batteries

Procedure

1. **Ask students if they know what smoke alarms are and why they should have them in their homes.**
 - Smoke alarms help protect families by making a very loud beeping noise to warn that smoke is in the air or a fire has started.
 - Sometimes, especially at night when people are sleeping, they may not see fire, smell smoke or wake up in time to get out safely.
 - Smoke alarms provide an early warning signal for escape from fire.
2. **Demonstrate what a smoke alarm looks like and the sound it makes when it detects smoke.**
3. **Ask students if they know where smoke alarms should be installed.**
 - Smoke alarms should be installed on every level of the home, including the basement and in every bedroom, and outside bedrooms and sleeping areas.
 - Smoke alarms should be installed on the ceiling or on the side walls 6 to 8 inches below the ceiling-no lower than 12 inches below the ceiling.
4. **Ask students how often the batteries in smoke alarms should be changed.**
 - Batteries should be changed at least once a year or when they chirp. Some smoke alarms have batteries that last up to 10 years. Make sure your family knows if your smoke alarms have long life batteries.
 - Batteries should be tested monthly to make sure they are working.
5. **Show students where the batteries go in a smoke alarm.**

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- Press the test button to demonstrate it is working properly. Remind students that alarms need to be kept clean from dust. This can be done by running a vacuum cleaner attachment over and around them or use canned air.

6. Ask students what they should do if they hear a smoke alarm sound.

- They need to follow their home fire escape plan and get out fast. Crawl low if there is smoke.

7. Conclude the lesson by administering one of the following evaluation instruments:

- An oral quiz which involves asking students to identify at least 3 things they can talk to their parents about when they get home to keep their families safe:
 1. put smoke alarms in the home, especially near bedrooms
 2. test smoke alarms monthly to make sure they are working
 3. replace with brand new batteries at least once a year
 4. keep smoke alarms clean from dust
 5. if the smoke alarm sounds, get out
 6. install smoke alarms on the ceiling
- A written quiz in which students need to choose the best answer to all three questions:
 1. How often should a smoke alarm be tested?
 - a. Once a year
 - b. Once a month
 - c. Never
 - d. Daily
 2. What should you do when a smoke alarm sounds?
 - a. Get out and stay out
 - b. Go find the fire
 - c. Go find your mom
 - d. Scream and wait for your dad
 3. You have 2 levels in your home and 3 bedrooms. How many smoke alarms do you need?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
- An essay evaluation: Please answer the questions below.
 1. Why do we need smoke alarms in our homes?

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2. Where should smoke alarms be placed in your home?
3. How often should you change the batteries in your smoke alarms?
4. How often should you test your smoke alarms?
5. Why do you need to test your smoke alarms?

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SKILL STATION 4.2

Escape Planning (3rd grade)

Learning Objectives

1. Identify what to do in the event of a home fire.
2. Identify the importance of a home fire escape plan.
3. Identify the steps to take in a home fire.

Materials

Escape Plan Maze and Diagrams

Procedure

1. **Ask students if they have ever wondered what they would do if there was a fire in their home.**
2. **Ask students if they know what a home fire escape plan is.**
 - Be sure to stress the importance of planning for two ways out in case one means of egress is blocked by fire.
3. **Ask students why they think a home fire escape plan is important.**
 - A home fire escape plan helps them know what to do if a fire occurs and helps them get out quickly and safely.
 - Fire is hot. Fire is fast and smoke can make a room or home very dark.
4. **Identify the steps of a home fire escape plan with the class, emphasizing the following fire safety tips:**
 - Install smoke alarms in the home to help alert the family that there is a fire. Smoke alarms should be installed on every level, in/outside all sleeping areas in the home.
 - Sleep with the door closed to keep fire and heat out longer if there is a fire.

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- If the smoke alarms sounds, get low, slowly open the door .If there is smoke, close the door, turn on the light, and try to get out another way.
 - Crawl low on the floor to avoid heat and smoke.
 - They should never hide or take time to gather up their toys or other belongings.
 - Identify a meeting place, this would be a safe and easy place-to-remember outside in front of the home to meet the rest of the family.
 - Call 9-1-1 after escaping from the fire.
 - Stay outside no matter what; don't go back for anything.
5. **Ask students if they have a home fire escape plan and if they practice it regularly with an adult.**
6. **Escape Maze. Ask students to find two ways out of the escape maze.**
- Remind them that just like the maze, good home fire escape plans have two ways out.
7. **Escape Plan Diagrams.**
- Using the grid paper, ask students to draw their home, making sure to include their bedroom. Have them mark where the doors and windows are and then make an escape plan by drawing arrows to show two ways out. Remind students that every way needs to be planned and practiced with an adult.
8. **Ask students to demonstrate steps to take when escaping a fire. Emphasize that since it is not a real emergency, they should simulate calling 9-1-1.**
9. **Conclude the lesson by asking students to practice their home fire escape plans with an adult when they go home.**
10. **Administer the evaluation instrument.**

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Skill Station 4.1 Escape Planning

Evaluation Instrument

Directions: Please answer the questions below.

1. Why do you need to have a home fire escape plan?
2. How many ways out of your bedroom should you have?
3. Where would you go once you are outside your home?
4. What number would you call to get help if there was a fire?

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Skill 4 Evaluation – need the adapt a lesson plan criteria

	Deductions	Points
1. Lesson preparation <ul style="list-style-type: none"> • Objectives stated • Motivate learner 		10
2. Presentation <ul style="list-style-type: none"> • Uses various techniques (discussion, lecture, demonstration, illustration, group activity) • Teaching aids used (support materials) • Materials are specific to audience • Messages are delivered using clear language for intended audience. • Materials are specific to objectives • Followed sequence of lesson plan • Followed recommended time allotment 15 minutes 		50
3. Maintain safety during the presentation		Pass/fail
4. Application - Student involvement		5
5. Administer an evaluation instrument <ul style="list-style-type: none"> • Stated testing policies/procedures • Instructions for evaluation • Directions are clear/concise 		25
6. Adaptation <ul style="list-style-type: none"> • State how lesson could be adapted for a different audience indicating how participant could still participate 		10
TOTAL		100

Score (100) _____

Candidate #: _____

Examiner: _____

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SKILL STATION 5 – SCORE EVALUATION INSTRUMENT

Candidate Name/Number _____

Evaluator: _____

Reference: NFPA 1035 2015 Edition: 4.5.2

Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known

Candidate Task: The purpose of this activity is to determine participants' knowledge gain from a fire and life safety program. Candidate shall;

- Correct student test using answer key
- Determine number of correct answers
- Determine percentage of correct answers
- Assign a letter grade using provided grading scale

Conditions: Candidate shall use the student test and provided answer sheet to correct and score student tests. Candidate may use a calculator.

Retest Policy: Retest arranged in accordance to Minnesota Fire Certification Board procedures.

Required Equipment: Scoring evaluation packet, calculator and writing instruments.

Success Criteria: Identify the specific criteria student must successfully complete

Grading Elements: Pass/Fail

Skill 5.1

The purpose of this activity is to apply basic computation skills to determine participants' knowledge gain from a fire and life safety program. This is an individual activity. You may use a calculator. Carefully correct student test, determine number of correct answers and assign a letter grade using the provided grading scale. You have 15 minutes to complete the activity.

What was the number of correct answers?

Answer #1

What was the percentage of correct answers?

Answer #2

What letter grade would be assigned?

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Answer #3

Answer Key for Skill 5.1

1. C
2. D
3. D
4. C
5. B
6. C
7. C
8. B
9. C
10. C
11. D
12. C
13. A
14. D
15. B
16. C
17. D
18. A
19. D
20. C
21. B
22. B
23. D
24. D
25. B
26. B
27. C
28. D
29. B
30. D

Grading Scale:

- 91-100% = A
- 90-81%=B
- 80-71%=C
- 70-61%=D
- 60-below=F

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Skill 5

SCORING CRITERIA:

	Deductions	Points
Answer 1 correctly determined		Pass/fail
Answer 2 correctly determined		Pass/fail
Answer 3 correctly determined		Pass/fail
TOTAL		

Score _____

Candidate #: _____

Examiner: _____

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SKILL STATION 6 – PRESS RELEASE

Candidate Name/Number _____

Evaluator: _____

Reference: NFPA 1035 2015 Edition: 4.4.7

Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information, organizational policies, and methods and time frame for releasing that information, so the information is on time and accurate.

Candidate Task: Write an event press release and demonstrate ability to disseminate electronically to media outlets along with posting on department web page and onto a social media platform such as Facebook®.

Conditions: Using the given information create a press release for the event. If there is not specific information provided, use your imagination.

Required Equipment: Writing instruments and paper.

Grading Elements: 70% pass

Skill 6

You will be holding an Open House at Fire Station 4 11120 Fire Street on October 11 from 10-2. There will be truck rides, information booths and activities for people of all ages. You are coordinating the event.

Skill 6: SCORING CRITERIA:

	Deductions	Points
Content complete, accurate and appropriate		20
Contact information listed		20
Posted on department web page		20
Social media posting – Facebook, Instagram, Next Door, Twitter		20
Followed organization policies		20
TOTAL		100

Score _____

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Candidate #: _____

Examiner: _____