

Firefighting and Emergency Response Essentials



**ELO Title:** Firefighting and Emergency Response Essentials

**School:** Hillsboro-Deering High School

**Essential question:** How can I expand my knowledge of the Firefighter 1 certification process and explore whether or not I am suited for a career in firefighting?

**Area(s) of study:** Career and Technical Education (CTE)

**Type & amount of credit:** 1.0 Elective Credit

**Competencies:**

Short description	Full text of competency
<i>Acquiring Information</i>	<p><b>ACQ 1</b> - I can <b>determine the central idea</b> of a source by providing an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>ACQ 2</b> - I can <b>gather evidence</b> by selecting the most significant and relevant facts from a variety of sources presented in <b>diverse formats and media</b>.</p> <p><b>ACQ 3</b> - I can <b>integrate multiple pieces of information</b> in order to address a question, solve a problem or to support analysis, reflection, and research.</p>
<i>Analyzing Information</i>	<p><b>ANA 1</b> - I can <b>evaluate a primary source</b> to determine how its intended audience, author’s point of view, purpose and historical context impact its meaning.</p> <p><b>ANA 2</b> - I can <b>compare and contrast</b> the similarities and differences of elements within a topic in order understand the relationships that exist.</p> <p><b>ANA 3</b> - I can <b>analyze</b> the factors that went into <b>making a decision</b> and evaluate its effectiveness in order to develop my own problem solving skills.</p>
<i>Connecting Information</i>	<p><b>CON 1</b> – I can organize and interpret the <b>chronological sequence of events</b>, determining the changes over time and if any cause and effect connections exist.</p> <p><b>CON 2</b> – I can demonstrate how key events and ideas <b>connect to broader central themes</b> or concepts, including connections to other disciplines.</p> <p><b>CON 3</b> – I can draw inferences by reinterpreting events in terms of what might have happened and from <b>connections with current, real world events</b>.</p>

Short description	Full text of competency
<i>Communicating Information</i>	<p><b>COM 1</b> - I can <b>write responses</b> by developing a precise claim that is supported by relevant evidence and explaining by insightful reasoning.</p> <p><b>COM 2</b> – I can initiate and <b>participate</b> effectively in a range of <b>collaborative discussions</b> with peers, expressing my ideas clearly and persuasively.</p> <p><b>COM 3</b> – I can <b>present information</b> and my findings, conveying a clear and distinct perspective, in a range of formats, including visual and digital media.</p>

**Student Activities:**

1. The student will expand his knowledge and experience of firefighting and emergency response by successfully completing the Firefighters Explorer program offered at the Henniker Fire Department. This understanding will be developed through the completion of classroom activities.

This ELO will focus on the curriculum described in the Firefighter I Handbook. Classes will consist of a combination of lectures, videos, demonstrations, and individual exercises.

2. Attend class meetings approximately 4 hours per month.

3. Complete assignments and participate in activities. Examples are: (list a few)

- Understand a firefighter’s protective equipment
- Understand the basics of CPR, First Aid, and use of a semi-automatic defibrillator
- Learn how to use a fire hose
- Learn basics of fighting forest fires
- Learn strategies for motor vehicle accident rescue

4. Keep a logbook of activities.

5. Reflection topics (examples)

- What do you hope to accomplish in this ELO?
- How has your perception of the ELO organization changed?
- What did you learn about yourself during this ELO experience?
- What was your biggest success or contribution to your ELO site?

6. Complete the class curriculum with the following content:

- History of the American fire service
- Fire department organization, command, and control
- Communications and Alarms
- Fire Behavior
- Firefighter Safety
- Personal Protective Clothing
- Self-Contained Breathing Apparatus
- Portable fire extinguishers

- Water supply
- Fire hose and appliances
- Nozzles, fire streams, and foam
- Protective systems
- Building construction
- Ladders
- Ropes and knots
- Rescue procedures
- Forcible entry
- Ventilation
- Fire Suppression
- Salvage, overhaul, and fire cause determination
- Prevention, public education, and pre-incident planning
- Emergency medical services
- Firefighter survival
- Hazardous materials, laws, regulations, and standards
- Hazardous materials: recognition and identification
- Hazardous materials: information resources
- Hazardous materials: personal protective equipment
- Hazardous materials: protective actions
- Product control and air monitoring
- Terrorism awareness

**Community partner:** Volunteer Firefighter, Henniker Fire Department

**Community partner responsibilities for this ELO:** The community partner was responsible for teaching the students about the Firefighter I curriculum and for providing actual hands-on demonstrations so students could safely experience the reality of being a firefighter.

**Assessment:** The student kept a logbook of various activities from the class as well as pictures of interesting events. He made a presentation to the ELO Committee describing what he had learned and how he met the competencies of the course. ELOs at our high school are graded pass/fail.

**Connection to student's measureable postsecondary goals:** This ELO was for a student on a 504 plan. The ELO helped the student decide that firefighting was not the career he wanted after high school because of the low pay and the limit on the number of hours he could work in a week. Instead, his postsecondary career plans are now focused on working for a local Department of Public Works and on getting his commercial trucking license.

**Comments and suggestions for other schools implementing a similar ELO:** The keys to a successful ELO are a dedicated mentor and a motivated student who really wants to learn about the topic.

**Are you willing to be contacted by another school interested in developing something similar to this?**  
Yes

**Contact Information:**

Lou Yelgin  
Hillsboro-Deering High School  
[lyelgin@hdsd.k12.nh.us](mailto:lyelgin@hdsd.k12.nh.us)  
603-464-1136

**Supporting material:**

Student's ELO Presentation  
Firefighter 1 Handbook

**Photos or student work submitted:**

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