



School District No. 27
(CARIBOO - CHILCOTTIN)

Board/Authority Authorized Course: Fire Fighting

School District/Independent School Authority Name: Cariboo Chilcotin	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 27
Developed by: John Murray	Date Developed: April 7, 2019
School Name: Peter Skene Ogdan Secondary	Principal's Name: Geoff Butcher
Superintendent Approval Date (for School Districts only): June 25, 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: June 25, 2019	Board/Authority Chair Signature:
Course Name: BA Junior Structural Fire Fighter Program 12 (YJSFP 12)	Grade Level of Course: 10-12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Training Instructors of this course would require:
 Previous firefighting experience
 Basic Firefighter Trainer (Justice Institute of British Columbia)
 RIT Training (JIBC)
 Pumps and Tenders (JIBC)

OFC-WFF 1 S100 Equivalency Trainer (Forestry BC)
Standard First Aid Instructor
Facilities and Equipment

This course cannot exist without the support of local fire departments. Without this support the cost of equipment would be prohibitive. Much of the course can be taught in the classroom with only occasional trips needed to the fire hall. Many items needed for training would be borrowed for short periods of time. Each student would need proper turnout gear. This can be expired gear which is still useable for training purposes. Gear can be shared between classes. Basic First Aid supplies will need to be purchased, and students will need access to a Automated External Defibrillators and training mannequins. (please note all these things are currently in place at PSO).

Course Synopsis:

The course will train students in the basic theories of structural firefighting strategies and how to apply them. Students will cover all aspects of fire scene and apparatus safety, communications, fire behaviour, fire tools and rescue. The skills learned throughout the program can be applied in future employment endeavours.

Goals and Rationale:

- Firefighting can be dangerous, but effective training and training to national standards mitigate that risk. Firefighters train, and train hard, to correct mistakes in a controlled environment so when emergencies do arise they can be dealt with in a safe and efficient manner. This course will provide that training, which can be built upon should a student further their training at a local or full time hall. Even if a student does not pursue firefighting as a career the skills taught in this course are transferable to various aspects of life.
- **All structural Firefighting aspects of this course will meet or exceed NFPA 1001.**
- **NFPA 1001** (*Standard for Firefighter Professional Qualifications*) is a standard published by the National Fire Protection Association.
- **NFPA 1001** identifies the minimum job performance requirements (JPRs) for career and volunteer firefighters, whose duties are primarily structural in nature.

Aboriginal Worldviews and Perspectives:

Fire Fighting 12 shares a variety of Aboriginal Worldviews and Perspectives:

- Learning is understanding identity and one's relationship with the external environment
- Learning requires exploration of one's own identity.
- Learning involves recognizing the consequences of one's actions.

- Learning involves generational roles and responsibilities.
- Learning involves the teacher as facilitator of a student-centered course
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

BIG IDEAS

Safety
 Collaboration, teamwork, and safety are essential to Fire fighter safety

Applied Skills
 Standardized skills and documented certification is essential for effective and safe fire fighting

Applied Technologies
 Proper use of firefighting equipment is essential to prevent damage, increase productivity and maximize safety.

Physical Fitness
 Good health comprises physical, mental, and emotional well-being. Good health allows firefighters to successfully complete their job and greatly assists in the maintenance of long term health

Community Involvement
 Community involvement is the core of firefighting based on the entire nature of the service.

Learning Standards

Curricular Competencies	Content
<p>Standard First Aid</p> <p>Designed to meet industry, business and government requirements, St. John Ambulance first aid courses are your assurance of quality, flexibility and expertise. Standard level first aid is a state-of-the-art, modular, course of basic first aid skills and other select subjects needed to sustain life and manage the scene of an injury. (St. John's Ambulance website)</p>	<p>Topics covered include:</p> <ul style="list-style-type: none"> • Roles and Responsibilities and Emergency Scene Management • Adult Resuscitation • Two Rescuer CPR • Child and Infant Resuscitation • Mild Choking • Medical Condition • Emergency Scene Management - Trauma • Severe Bleeding and Amputation • Internal Bleeding • Minor Wound Care • Burns

	<ul style="list-style-type: none"> • Sprains and Strains • Secondary Survey • Chest/Abdominal Injuries • Poisoning • Environmental Emergencies • Bone and Joint Injuries • Eye Injuries • Rescue Carries • Written Examination <p>Applied skills and Applied Technologies</p> <p>Topics covered include:</p> <p>Fire Department Organizational Structure/Safety</p> <ul style="list-style-type: none"> • The organization of the fire department; the role of the Fire Fighter in the organization • The duties involved in performing activities necessary to ensure life safety, fire control, and property conservation <p>Fire Behavior/Portable Fire Extinguishers/Personal Protective Equipment</p> <ul style="list-style-type: none"> • Fire behavior in a structure • To operate, approach a fire, select and safely carry a portable fire extinguisher • To use SCBA and other personal protective equipment during emergency operations <p>Ropes/Ladders/Rescue</p> <ul style="list-style-type: none"> • To tie knots and use ropes to secure fire fighting personal, tools and rescue victims • To set up ground ladders, making sure the ladder is stable and the angle is correct for climbing • To access and disentangle victims from motor vehicle accidents and helping special rescue teams <p>Forcible Entry/Ventilation/Building Construction</p> <ul style="list-style-type: none"> • Forcible entry into a structure • To transport and operate ventilation tools and equipment • Basic construction of typical doors, windows and walls within the department's community of service area <p>Unit 5: Overview: Fire Hose, Appliance & Stream/Foam Fire Streams/Water Supplies: Curriculum Organizers and Learning Outcomes</p>
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<p><i>It is expected that the student will learn:</i></p> <ul style="list-style-type: none"> • How to select the nozzle and hose, adapters and appliances, and the effectiveness of different streams to be used for different fire situations • The methods by which foam prevents or controls a hazard • The sources of water supply for fire protection <p>Fire Prevention/Public Fire Education</p> <ul style="list-style-type: none"> • To perform activities that reduce the loss of life and property due to fire through hazard identification, inspections, education and response readiness • To present fire safety information to station visitors or small groups <p>Fire Control</p> <ul style="list-style-type: none"> • To be able to identify and use appropriate attack techniques for any given level of fire 	<p>S100 Wildland Firefighting</p>
<p>Topics covered include:</p> <ul style="list-style-type: none"> • a basic knowledge of wildland fire suppression, organization structure, wildfire behavior and safety procedures. • Practical skills, with equipment used in BC wildland firefighting, to effectively and safely respond to wildfires is a mandatory component for initial ticket holders. • Successful candidates will receive the Ministry of Forests S100 Fire Suppression certificate. 	<p>Physical literacy</p> <ul style="list-style-type: none"> • Apply methods of monitoring exertion levels in physical activity • Develop and demonstrate safety, fair play, and leadership in physical activities • Identify and explain factors that contribute to positive experiences in different physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels • Identify and describe opportunities to be physically active at school, at home, and in the community
<ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • ways to monitor physical exertion levels • how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • effects of physical activity on the body • practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention • strategies for accessing health information • strategies and skills to use in potentially hazardous, unsafe, or abusive situations 	

<ul style="list-style-type: none"> • Explore strategies for making healthy eating choices • Describe ways to access information on and support services for a variety of health topics • Explore and describe components of healthy living 	<ul style="list-style-type: none"> • effects of different substances, and strategies for preventing personal harm • managing and expressing emotions • factors that influence self-identity
<p>Social and community health</p> <ul style="list-style-type: none"> • Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations • Develop and demonstrate respectful behaviour when participating in activities with others • Identify and describe characteristics of positive relationships • Explain how participation in Community activities supports connections with the community and environment <p>Mental well-being</p> <ul style="list-style-type: none"> • Identify and apply strategies that promote mental well-being • Identify and describe feelings and worries, and strategies for dealing with them <p>Identify personal skills, interests, and preferences and describe how they influence self-identity</p>	<p>Skills</p> <ul style="list-style-type: none"> • Firefighting is a physically demanding profession, as will be this course. Students can expect physical fitness in each class • Students are expected to bring appropriate PE gear each day. • Students will be training to meet the following Forestry Standards. <ul style="list-style-type: none"> ○ Carry medium pump on back over a ramp 8 times for a distance of 160m. ○ Carry medium pump in hands around the ramp a distance of 80m. ○ Carry hose pack on back over ramp 50 times (1km). ○ Pull simulated charged hose 80m (no ramp).
<p>Volunteer Service Hours</p>	<ul style="list-style-type: none"> • Since this course relies on the support of the community we will support the community. Students will be required to complete 15 hours of community service per term for a total of 30 hours. These hours will not be included as community hours for other courses or Grad

Transition plans. Hours may be earned at local fire halls, or at other community organizations. Students are to check with course instructors prior to beginning their community hours.

Big Ideas – Elaborations

Collaboration, teamwork, and safety

- Collaborate with others in a variety of firefighting activities
- Use applicable communication skills when interacting with others
- Demonstrate appropriate responses to emergency situations
- Demonstrate responsibility for personal safety and the safety of others
- Assess and manage risks during different types of firefighting activities

Applied Skills

- Apply safety procedures for themselves, co-workers, and users in both firefighting environments
- Identify and assess the approach to fighting the fire taking into account firefighter safety, occupant safety, bystander safety
- Develop competency and proficiency in skills at scene preservation.
- Apply appropriate firefighting skills for extinguishing or suppression of fire.
- Apply Overhaul skills after fire is extinguished.

Applied Technologies

- Explore existing, new, and emerging tools, technologies, and systems for firefighting
- Evaluate impacts, including unintended negative consequences, of choices of tools
- Examine the role that advancing technologies in firefighting

Physical Fitness

- Examine the role fitness has in ensuring safety of firefighters and subsequently others in emergency situations.

Learning Resources:

- National Fire Protection Association (NFPA) 1001 Standard of Fire Fighter Professional Qualifications
- Essentials of Fire Fighting (6th edition)

Assessment Component:

- Classroom instruction – The final grade in this course will be based on the results of unit
- Tests throughout the course plus class participation marks throughout the training.
- Practical skills assessment 50%
- Unit tests 25%
- Self Assessment 10%
- Community Service 15%
- To be eligible for certification with the College of the Rockies and meet (NFPA) 1001
- standards participants must receive a grade of 70% or better on all written unit tests.