

# NIPSTA Firefighter Academy Teaching Strategies

NIPSTA's Firefighter Academy runs nine weeks for 450 hours and incorporates all the requirements of the OSFM Basic FF (FF2) and Haz Mat Ops as well as wellness & fitness, team building, RIT and numerous live fire exercises. Our approach is based on time-proven techniques. Using a focus group, we have gathered the needs and wants of fire chiefs and training officer to plan our instructional program.

### 450 – Hour Academy Time Breakdown

Activity	Frequency	Hours	Percentage
PT	1 hour / day (except live fire days)	37 hours	8%
Lunch	1 hours / day May include presentation or prep time	45 hours	10%
Lecture	Usually 1 day / week (except week 1)	100 hours	20%
Hands on/ Practical skills	Usually Tuesdays, Wednesdays and Thursdays	188 hours	42%
Haz Mat Operations	Week 8	40 hours	Part lecture/Part hands-on
Live fire (8 days)	Usually 1 day / week (except weeks 1 & 8)	80 hours	20%

*Many days exceed eight hours in order to meet objectives*

### Physical Training and Team Building Program

- Managed by certified personal trainers
- Each candidates has exercise manual
- Build up intensity of exercises and cardiovascular work from week 1 through week 9
- Alternate intensity of exercise daily
- Alternate emphasis on muscle groups
- Alternate cardio/aerobic and strength
- Focus on team building in conjunction with wellness and fitness

### MOTTOS

- # 1 Duty Pride Tradition
- # 2 Don't train until you get it right  
Train until you can't get it wrong
- # 3 Train as if your life depends on it because it does
- # 4 Let no man's ghost return to say his training let him down
- # 5 Everyone goes home

*Live Fire Training should also follow the Crawl-Walk-Run approach. Candidates should not be expected to perform live fire evolutions until they have mastered live fire skills (stream application and hose advancement). In the early weeks of the program associated skills can be performed in tandem but not as a coordinated fireground operation.*

Week	Live fire objectives
1	None
2	Fire behavior, fire stream application: fog and solid bore; direct and indirect
3	Hose advancement at grade: 1&¾ and 2&½ inch lines
4	Hose advancement to upper levels and below grade: 1&¾ and 2&½ inch lines
5	Company evolutions: Engine, Truck & Squad assignments
6	Company evolutions: Engine, Truck & Squad assignments
7	Company evolutions: Engine, Truck & Squad assignments
8	None-Haz Mat Operations
9	Company evolutions: Engine, Truck & Squad assignments

### SAFETY MESSAGE

**Follow the plan.** If the plan must change all instructors must concur and know the change.

**Report all injuries.** No matter how small or trivial, have it logged. This includes candidates and instructors.

**Live Fire is Real Fire.** The fire does not know the difference. Do not violate NFPA 1403 or the plan.

**Wear proper PPE.** Whether full gear is required or just helmets and glove, wear it properly. This includes candidates and instructors

**Monitor the candidates and each other.** Make sure everyone feels and looks OK. Promote rehab and hydration.

**Do not add PT unless advised to do so by PT instructors.** Instructors Milton and Foster have a plan. We need to not exceed that plan as it may cause injuries.

*We don't expect mastery and competence on Day 1. Start out slow and basic and move to full speed and developed abilities. Think crawl then walk then run*

Crawl	Use the Hear-See-Do approach. Stick to the basics.
Walk	Develop proficiency, not speed. Ensure all key points and steps are followed/completed.
Run	Ensure safe operation while developing ability.

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Course Documents and Materials	
JPRs	JPRs are Job Performance Requirements, the minimum standards for what tasks are required and how they are to be performed. The NIPSTA JPRs take the state's 221 practical objectives and combines them into 50 skills. Some of the NIPSTA JPRs include additional skills determined by the program coordinators to be essential functions for firefighters in our service area.
Student Manual	NIPSTA issues each candidate a Student Manual that contains a set of rules and policies for the academy. Expectations and the evaluation system are contained in the student manual. A full set of the JPRs and supplemental text not contained in the official text book is also in the student manual.
Official Text Book	Jones and Bartlett Essentials of Fire Fighting
Reading List	Candidates are issued a reading list that shows which chapters cover which subjects and days of the academy. Can
Quizzes	Every chapter of the official test book has a quiz. Candidates are given a quiz schedule. Quizzes are created using the J&B quiz generator. Quizzes cover only material in the official text book.
Evaluations	Each candidate's department is sent a weekly written evaluation. These are compiled by the course coordinators based on INSTRUCTOR input from the evaluation forms attached to pay sheets.
Tests	End of week 2 NFPA 1403 test Beginning of week 8 final written Last day of class state test
Final Practical Skills	Every skill except live fires and extrications are tested in last week. This should go fast as the candidates should have mastered all skills in the previous seven weeks. This ensures all OSFM requirements are met and we are graduating a competent candidate.

Instructional Aids	
Daily Outlines (used in conjunction w/ lesson plan & Power Point)	Laminated 2-3 page instructor's guide for each day. Contains: <ul style="list-style-type: none"> <li>▪ Time line</li> <li>▪ Briefing</li> <li>▪ Equipment needed</li> <li>▪ JPR stations with set up and prop info</li> </ul>
Live Fire Manual	Binder containing: <ul style="list-style-type: none"> <li>▪ NFPA 1403 live fire guidelines</li> <li>▪ Lesson Plan &amp; IAP for each day</li> <li>▪ Safety briefing script</li> <li>▪ Pre- and Post- live fire checklist</li> </ul>
Rehab plan	Laminated guidelines and heat index charts

Instructor Reminders	
<i>People learn differently. Rarely does someone learn through only one approach but most people have a preferential approach. Using the Hear-See-Do approach ensures everyone's learning style is met.</i>	
Hear	Tell them the info using an introduction, detailed presentation and a summary.
See	Show them using visuals and/or demonstrations. Provide as much realism and detail as possible.
Do	Demonstrate skills and have students return the demonstration by actually performing the skills.
<i>Instruction has three steps: Preparation, Presentation and Application. Evaluation is testing and separate from instruction.</i>	
Tell them what you are going to tell them	Provide an intro and overview to the subject.
Tell them	Give all the information in logical order and detail.
Tell them what you told them	Summarizer the key points. Perhaps quiz the students.
<i>Skill instruction has three steps:</i>	
Demo without explanation	At full speed & in real time as if it were at an incident. THIS IS A CRUCIAL STEP. IT PROVIDES THE CANDIDATE WITH A REFERENCE TO HOW THE SKILL SHOULD LOOK WHEN PROPERLY PERFORMED
Demo slowly, in steps, detailing each key point	Use detail. Cover each step. Point out safety concerns. Ensure complete understanding.
Demo at nearly full speed pointing out key points	Bullet the key points - limit detail in comments. Repeat demo if candidate appear unsure. Ask candidates questions so they repeat key points.