

Preface

The fire service instructor is a very important link in the training of members of both career and volunteer departments. There will always be a need for competent instructors in the fire service. The world is in constant change and the fire service is no exception. As departments rush to keep up with the dramatic changes taking place, now more than ever, there is a need for training to be delivered in a cost-effective manner. This course is designed to allow participants the ability to study at their own pace and reduce the time spent in a formal classroom environment. It also allows a high percentage of the training to be accomplished by the participant in his or her local fire station during regular shifts. This course is designed for use with the IFSTA manual, **Fire and Emergency Services Instructor, Ninth Edition**.

This Fire Service Instructor I program has been designed specifically to meet the objectives identified in *NFPA 1041, Fire Service Instructor Professional Qualifications, Level I, 2019 Edition*.

Chapter 1 Quiz

Name: _____ **Date:** _____

Directions: Write the correct letter on the blank before each question.

- _____ 1. Which characteristic of effective teaching involves clearly communicating what action must be performed and how it must be performed?
- A. Motivation
 - B. Desire to teach
 - C. Leadership abilities
 - D. Subject competency
- _____ 2. When preparing and organizing for a course, an instructor determines whether sufficient time and materials have been allocated for the topic through:
- A. practicing the presentation.
 - B. arriving early to the class session area.
 - C. observing an instructor from another department.
 - D. eliminating learning barriers such as audible and visual distractions.
- _____ 3. The ability to understand another person's feelings and attitudes is known as:
- A. empathy.
 - B. sympathy.
 - C. distraction.
 - D. communication.
- _____ 4. In order to treat all students equally, instructors must evaluate student performance against:
- A. personal ethical codes.
 - B. the top students in each class.
 - C. a subjective set of expectations.
 - D. an established objective standard.

- _____ 5. Like their students, instructors develop their own knowledge and skill from:
- A. memorization.
 - B. leading by example.
 - C. completing an online management course.
 - D. practical experience with a variety of subjects.
- _____ 6. When an instructor provides training that meets all applicable federal, state/provincial, and local regulations and policies they are fulfilling an obligation to:
- A. the public.
 - B. themselves.
 - C. the organization.
 - D. their local community.
- _____ 7. Which responsibility may pose additional challenges to the instructor on a day-to-day basis in being prepared to work with other agencies and government levels?
- A. Organizational apathy
 - B. Management directives
 - C. Organizational promotion
 - D. Collaborative relationships
- _____ B. Which federal law, regulation, or standard applicable to the instructor protects the privacy of student education reports?
- A. Human Rights Act
 - B. Title VII of the Civil Rights Act
 - C. Americans with Disabilities Act (ADA)
 - D. Family Educational Rights and Privacy Act (FERPA)
- _____ 9. A legislative body that has legal sanction to establish agencies can establish which of the following regarding a particular activity or action?
- A. Standards
 - B. Ordinances
 - C. Resolutions
 - D. Regulations

- _____ 10. Which of the following are not laws unless the Authority Having Jurisdiction (AHJ) has adopted them?
- A. Resolutions
 - B. Regulations
 - C. Legal precedents
 - D. Codes and standards

Chapter 2 Quiz

Directions: Write the correct letter on the blank before each question.

1. Which factor is a sensory-stimulus that takes in the most information?
A. Seeing
B. Tasting
C. Hearing
D. Touching

- _____ 2. The Cone of Learning illustrates that people learn more when they:
A. passively listen.
B. actively participate.
C. receive new information being taught through lecture.
D. receive new information being taught through reading.

- _____ 3. Which term first used by Dr. Malcolm Knowles is used to describe the art of teaching adults?
A. Pedagogy
B. Andragogy
C. Methodologies
D. Learning theory

- _____ 4. Which law of adult learning theorized by Professor Edward Thorndike suggests that habits and memories used repeatedly are strengthened and habits not reinforced are weakened?
A. Effect
B. Disuse
C. Readiness
D. Association

- _____ 5. How many levels are in in Maslow's Hierarchy of Needs?
- A. Five
 - B. Four
 - C. Three
 - D. Seven
- _____ 6. Which learning domain encompasses 'what' information a student should learn?
- A. Affective
 - B. Cognitive
 - C. Association
 - D. Psychomotor
- _____ 7. Which learning domain encompasses 'how' a student should apply knowledge?
- A. Affective
 - B. Cognitive
 - C. Motivation
 - D. Psychomotor
- _____ 8. Which learning domain encompasses 'why' the information is useful to a student?
- A. Affective
 - B. Cognitive
 - C. Association
 - D. Psychomotor
- _____ 9. Age, gender, cultural and ethnic background, and learning styles are examples of which factor that contributes to a learning environment?
- A. Civil rights
 - B. Generalities
 - C. Student diversity
 - D. Fundamental basis

- _____ 10. Which student diversity factor describes a preference by students to set their own goals and learn content independent of the rest of the class?
- A. Formality
 - B. Spontaneity
 - C. Life-long learning
 - D. Self-regulated learning
- _____ 11. Which term refers to the action between individuals that can reveal both similarities and differences in the way people interact?
- A. Accommodation
 - B. Student diversity
 - C. Self-regulated learning
 - D. Interpersonal communication
- _____ 12. Which example would describe the interpersonal communication purpose of helping?
- A. Control, direct, or manipulate behavior
 - B. Establish a new relationship or maintain an existing one
 - C. Create a diversion and gain pleasure or gratification, as with positive humor
 - D. Attend to another person's needs or console someone in a time of tragedy or loss
- _____ 13. Which interpersonal communication term refers to verbal or nonverbal student responses to an instructor?
- A. Feedback
 - B. Recognition
 - C. Interference
 - D. Interpretation
- _____ 14. How much class time do students spend listening to the instructor, other students, or audiovisual presentations?
- A. 0 to 25 percent
 - B. 50 to 75 percent
 - C. 25 to 50 percent
 - D. 75 to 100 percent

- _____ 15. Which unique aspect of the listening process focuses on the speaker while ignoring any other distractions?
- A. Attending
 - B. Evaluating
 - C. Responding
 - D. Remembering
- _____ 16. Which factor that affects student learning generally consists of external pressures and concerns?
- A. Learning plateaus
 - B. Learning obstacles
 - C. Learning opportunities
 - D. Learning environments
- _____ 17. Which factor that affects student learning is referred to as a break in upward progress?
- A. Learning plateaus
 - B. Learning obstacles
 - C. Learning opportunities
 - D. Learning environments
- _____ 18. Which motivation technique refers to telling students why the knowledge and skills they are learning are important and how they can be applied to real-life situations?
- A. Set realistic goals
 - B. Provide relevance
 - C. Demonstrate enthusiasm
 - D. Require outstanding performance
- _____ 19. Which motivation technique is defined as identifying criteria for successful completion of tasks, lessons, and courses?
- A. Incorporating motivators
 - B. Demonstrating enthusiasm
 - C. Generating interest and participation
 - D. Setting realistic and obtainable goals

Chapter 3 Quiz

Directions: Write the correct letter on the blank before each question.

- _____ 1. Which aspect of the instructional process refers to preparing to teach and preparing students to learn?
- A. Class continuity
 - B. Planning to teach
 - C. Course consistency
 - D. Training aid selection
- _____ 2. Which session preparation task involves determining what material must be addressed in what time frame?
- A. Reviewing the lesson plan
 - B. Reading the lesson objectives
 - C. Checking what equipment is needed
 - D. Determining what skills must be taught
- _____ 3. Who is ultimately responsible for ensuring that all materials and equipment needed are determined and arranged for before the beginning of class?
- A. Instructor
 - B. Supervisor
 - C. Logistics staff
 - D. Administrative assistant
- _____ 4. When assembling equipment and materials, the FIRST step should be to:
- A. review operations.
 - B. arrange room layout.
 - C. check for missing items.
 - D. find replacements or make repairs.

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- _____ 5. Procuring training aids is an important part of:
- A. credibility.
 - B. maintenance.
 - C. course timing.
 - D. session logistics.
- _____ 6. Training materials such as medical supplies and respiratory equipment should be:
- A. unlike the aids used in emergency incidents.
 - B. identical to the aids used in emergency incidents.
 - C. appropriate to the age of the students in the course.
 - D. evaluated by an outside agency thirty days in advance of the course.
- _____ 7. Any training aid that an instructor uses in a lecture or demonstration must reinforce the learning objectives and:
- A. skill sheets.
 - B. lesson content.
 - C. target audience.
 - D. room arrangement.
- _____ 8. Which factor can limit interaction with a large class?
- A. Student diversity
 - B. Weather conditions
 - C. Changing instructors
 - D. Learning environment arrangement
- _____ 9. A strategy an instructor may use for teaching new materials is to:
- A. require students to stay after class to practice.
 - B. list assignments on the board for the class to copy.
 - C. use training aids that allow a faster pace of learning.
 - D. assign outside reading assignments from textbooks before class begins.
- _____ 10. Instructors may provide students an opportunity to apply new knowledge and skills by including the training aids needed and:
- A. extra credit.
 - B. practice time.
 - C. physical concepts.
 - D. prospective concepts.

- _____ 11. Which aspect of the instructional process ensures that presented information flows in a logical and understandable stream?
- A. Class continuity
 - B. Planning to teach
 - C. Course consistency
 - D. Training aid selection
- _____ 12. Instructors can plan to maintain class continuity by:
- A. copying a lesson plan.
 - B. knowing fellow instructors.
 - C. placing a student in charge.
 - D. offering one method of teaching.
- _____ 13. During inclement weather, instructors must keep ____ a high priority, ensuring that safety measures account for adverse conditions.
- A. safety
 - B. budgets
 - C. distraction
 - D. attendance
- _____ 14. Using the same type of equipment in a class is an important factor in maintaining course:
- A. variability.
 - B. continuity.
 - C. information.
 - D. collaboration.
- _____ 15. Instructors adapt lessons so all types of students have the opportunity to learn through their preferred learning styles by using:
- A. a lecture style format.
 - B. short, written quizzes.
 - C. a variety of teaching methods.
 - D. visual aids used by the previous instructor.
- _____ 16. Which aspect of the instructional process refers to the strategic use of accurate material that is developed at a definable learning level and shared between classes?
- A. Class continuity
 - B. Planning to teach
 - C. Course consistency
 - D. Training aid selection

- _____ 17. What is the primary responsibility of instructors and students who are engaged in training exercises?
- A. Safety
 - B. Testing
 - C. Performance
 - D. Identification

Chapter 4 Quiz

Directions: Write the correct letter on the blank before each question.

- _____ 1. A well-developed lesson plan will guide the instructor through:
- A. the class session.
 - B. a class evaluation.
 - C. creating testing criteria.
 - D. any appropriate testing.
2. Which component of a lesson plan includes the list of information or skills students must have completed or mastered before entering a course?
- A. References
 - B. Evaluations
 - C. Assignments
 - D. Prerequisites
3. Which component of a lesson plan is the summary of the information to be taught?
- A. Lesson outline
 - B. Lesson evaluation
 - C. Level of instruction
 - D. Learning objectives
- _____ 4. Which component of a lesson outline determines both how to introduce the lesson to the students and the direction that the lesson will take?
- A. Learning outcome
 - B. Learning objective
 - C. Conditions description
 - D. Performance statement

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- _____ 5. To indicate knowledge or skill, each learning objective should contain:
- A. JPRs.
 - B. conditions.
 - C. one adjective.
 - D. an action verb.
- _____ 6. Which common resource for fire and emergency instructors is a division of the United States Fire Administration?
- A. Firefighter Close Calls
 - B. National Fire Academy
 - C. National Fallen Firefighters Foundation
 - D. National Institute for Occupational Safety and Health
- _____ 7. What protects the work of artists, photographers, and authors, and gives them the right to publish or reproduce?
- A. Copyright laws
 - B. Personal work submissions
 - C. Job performance requirements
 - D. Standard operating procedures
- _____ 8. The wrongful intrusion into a person's private activities by the government or other individuals is referred to as:
- A. slander.
 - B. public domain.
 - C. invasion of privacy.
 - D. copyright infringement.
- _____ 9. Teaching aids are integral to engaging student interest and encouraging:
- A. larger classes.
 - B. active learning.
 - C. student acceptance.
 - D. performance evaluations.
- _____ 10. The availability of teaching aids depends on an organization's needs, budget, and:
- A. facilities.
 - B. staff size.
 - C. technical skill.
 - D. number of instructors.

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- _____ 11. Which of the following is a nonprojected teaching aid?
- A. Audio recording
 - B. Video presentation
 - C. Overhead projector
 - D. Computer-generated slides
- _____ 12. The easiest, most frequently used nonprojection-type teaching aid is a:
- A. map.
 - B. simulator.
 - C. marker board.
 - D. diagram display.
- _____ 13. Anatomical charts explaining human anatomy and physiology in emergency medical services classes are examples of:
- A. a model.
 - B. a simulator.
 - C. an illustration board.
 - D. a projected teaching aid.
- _____ 14. Which teaching aid includes any printed matter that instructors distribute before, during, or at the end of a class?
- A. Models
 - B. Handouts
 - C. Training props
 - D. Projected teaching aids
- _____ 15. Which teaching aid allows observation or manipulation so students can clearly observe the types of relationships between parts?
- A. Models
 - B. Handouts
 - C. Simulators
 - D. Illustration boards
- _____ 16. Which type of audio recording would be helpful to highlight good practices in telecommunicator training or postincident critique?
- A. Dispatch radio traffic
 - B. Class instruction lecture
 - C. Engine and pump sounds
 - D. Heart, breathing, or blood pressure sounds

- _____ 17. Instructors who are familiar with teaching aid equipment may perform routine maintenance by:
- A. using abrasive cleaning agents.
 - B. following manufacturer-recommended procedures.
 - C. shadowing a qualified technician before performing maintenance.
 - D. using a stiff-bristled brush to dust hard-to-reach areas inside the equipment.
- _____ 18. A replacement projector bulb should be handled by the porcelain base to prevent _____ from contacting the bulb surface.
- A. dirt
 - B. skin oil
 - C. chalkboard dust
 - D. static electricity charge
- _____ 19. Using dramatic images or anecdotes while the relevance or resolution of the topic is explained is used to:
- A. save lecture time.
 - B. to help students organize ideas.
 - C. gain and maintain students' attention.
 - D. meet the requirements of the lesson plan.
- _____ 20. What can be used to supplement a lecture and will allow students to process more information?
- A. Steps
 - B. Visual aids
 - C. Verbal instructions
 - D. Evaluation techniques

Chapter 5 Quiz

Directions: Write the correct letter on the blank before each question.

1. Who is responsible for controlling the learning environment to ensure that students can concentrate on the lesson and remain safe?
 - A. The instructor
 - B. The organization
 - C. The administration
 - D. The authority having jurisdiction

- _____ 2. To make the seating most effective for the lesson, what should an instructor know how to do if the chairs are NOT fixed to the floor?
 - A. Change it
 - B. Contact administration
 - C. Ask for a room change
 - D. Use what was provided

- _____ 3. Which lighting source is commonly used in classrooms because it does not glare on reflective surfaces and is more energy efficient?
 - A. LED
 - B. Natural
 - C. Fluorescent
 - D. Incandescent

- _____ 4. Which action should instructors take when adjusting heating, ventilation, and air conditioning systems?
- A. Wait until students arrive to determine their comfort with the temperature.
 - B. Set the temperature cooler than expected to achieve a comfortable temperature.
 - C. Set the temperature warmer than expected to achieve a comfortable temperature.
 - D. Make any climate adjustments within adequate time for the temperature to change prior to instruction.
- _____ 5. If the noise within the training environment exceeds maximum noise exposure levels of ____, the instructor should provide safe and approved hearing protection.
- A. 10 decibels in the U.S., 5 decibels in Canada
 - B. 90 decibels in the U.S., 85 decibels in Canada
 - C. 30 decibels in the U.S., 15 decibels in Canada
 - D. 60 decibels in the U.S., 45 decibels in Canada
- _____ 6. Which action should instructors take prior to the day of instruction to understand transitions between all media types and ways to present the lesson as smoothly as possible?
- A. Verify the number of students expected for the training
 - B. Consult with the students to obtain their learning preferences
 - C. Preview any audiovisual aids from the point of view of the students
 - D. Ensure that any projected images extend over the edges of the projection screen
- _____ 7. When extension power cords are used for power outlet access, they should:
- A. meet the local fire code.
 - B. be whatever length is necessary to do the job.
 - C. be no more than twice the equipment cord length.
 - D. have been purchased by the training facility within the past 12 months.

- _____ 8. Which service is becoming more widely available in classroom facilities via networks or ports?
- A. Internet access
 - B. Cellular phone access
 - C. Cable television access
 - D. Local network television access
- _____ 9. Which direction should seating face when training is conducted in work areas?
- A. Towards the windows
 - B. Away from the center of the work area
 - C. Towards the apparatus, equipment, or working personnel
 - D. Away from the apparatus, equipment, or working personnel
- _____ 10. Instructors must adhere to site rules when bringing _____ into the training facility.
- A. refreshments
 - B. safety equipment
 - C. photocopied materials
 - D. photography equipment
- _____ 11. When does information about potential disaster emergencies have to be provided to students?
- A. Never
 - B. When necessary
 - C. Second day of class
 - D. In the course syllabus
- _____ 12. Which remote training ground environment used for live-fire evolutions and ventilation training must include a complete safety assessment per the AHJ before training can begin?
- A. Parking garages
 - B. Acquired structures
 - C. Grain elevators/silos
 - D. Military or government-owned reservations

- _____ 13. Organizations must get permission from the _____ before training at a remote site.
- A. battalion chief
 - B. tax assessment office
 - C. local law enforcement agency
 - D. property owners or their agents
- _____ 14. Instructors should try to lessen weather's effects on students by:(99)
- A. training during the fall and spring.
 - B. scheduling the majority of training indoors.
 - C. scheduling training to occur during the day only.
 - D. providing rehabilitation for students exposed to temperature extremes and high humidity.
- _____ 15. Which site-environment consideration for training affects ladder and apparatus use, site access, and water runoff?
- A. Terrain
 - B. Exposures
 - C. Noise levels
 - D. Environmental laws
- _____ 16. Vehicle traffic may affect training operations conducted:
- A. at fire drill towers.
 - B. with more than one apparatus.
 - C. on public streets or parking lots.
 - D. on military or government-owned reservations.
- _____ 17. Which tool can be used to overcome training ground noise if the noise cannot be controlled?
- A. Cancel the training session
 - B. Use a microphone and speaker system
 - C. Provide all students with two-way radios
 - D. Speak as loudly as possible, shouting if necessary

- _____ 18. Which factor helps prevent trips and falls at a training environment?
- A. Timing
 - B. Lighting
 - C. Scheduling
 - D. Access/Egress
- _____ 19. Whenever possible, how many means of egress should a site map include for students in training situations?
- A. One
 - B. At least two
 - C. At least three
 - D. Four as required by the AHJ
- _____ 20. Which site would MOST likely be used as a permanent training facility?
- A. Drill towers
 - B. Parking garages
 - C. Grain elevators/silos
 - D. Residential structures

Chapter 6 Quiz

Directions: Write the correct letter on the blank before each question.

- _____ 1. Which characteristic of an effective public speaker involves use of relevant examples, storytelling, and metaphors?
 - A. Good delivery skills
 - B. Good vocal characteristics
 - C. Good organization of ideas
 - D. Good development of ideas
- _____ 2. Instructors can improve presentations by:
 - A. avoiding any pauses or periods of silence in the presentation.
 - B. stepping away from the material and then going back to it later.
 - C. making a video recording and reviewing it for distracting actions.
 - D. giving the same presentation on topics every time regardless of the audience.
- _____ 3. An oral presentation generally consists of three parts referred to as the:
 - A. beginning, middle, and end.
 - B. introduction, body, and summary.
 - C. step one, step two, and step three.
 - D. statement, information, and restatement.
- _____ 4. Which method of sequencing information begins with information that students are familiar with before introducing unfamiliar material?
 - A. Step-by-step
 - B. Whole-part-whole
 - C. Simple-to-complex
 - D. Known-to-unknown

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- _____ 5. Why do instructors use transitions to keep students' attention between portions of the lesson?
- A. Continuity and consistency
 - B. Clarification and conception
 - C. Summarization and separation
 - D. Comprehension and demonstration
- _____ 6. Which step of the four-step method of instruction introduces the lesson?
- A. Evaluation
 - B. Application
 - C. Preparation
 - D. Presentation
- _____ 7. Which step of the four-step method of instruction has the instructor follow an orderly, sequential outline to deliver the lesson content?
- A. Evaluation
 - B. Application
 - C. Preparation
 - D. Presentation
- _____ 8. Which step of the four-step method of instruction has the instructor provide opportunities for students to learn through a variety of activities?
- A. Evaluation
 - B. Application
 - C. Preparation
 - D. Presentation
- _____ 9. Which instructional method is MOST effective for providing facts, rules, and regulations?
- A. Demonstrations
 - B. Illustrated lectures
 - C. Leading class discussions
 - D. Asking effective questions

- _____ 10. Which instructional method is an effective way to teach manipulative skills and mechanical functions?
- A. Demonstrations
 - B. Illustrated lectures
 - C. Leading class discussions
 - D. Asking effective questions
- _____ 11. Which instructional method allows instructors to talk to the overall group and invite the group to reply?
- A. Demonstrations
 - B. Illustrated lectures
 - C. Leading class discussions
 - D. Asking effective questions
- _____ 12. The development of psychomotor skills typically occurs in ____ phases.
- A. five
 - B. two
 - C. four
 - D. three
- _____ 13. Which structured exercise reviews and discusses detailed accounts of past events for students to analyze and synthesize possible answers to the problem?
- A. Simulations
 - B. Role playing
 - C. Case studies
 - D. Field and laboratory experiences
- _____ 14. Which structured exercise involves students acting out the role of a character in a scenario to prepare for situations they may encounter while fulfilling their job duties?
- A. Simulations
 - B. Role playing
 - C. Case studies
 - D. Field and laboratory experiences

- _____ 15. Which structured exercise permits students to experience a situation, make decisions, and see the results of their decisions without the negative consequences that can occur at an actual emergency?
- A. Simulations
 - B. Role playing
 - C. Case studies
 - D. Field and laboratory experiences
- _____ 16. Which type of learning requires that each student successfully master the learning objectives or outcomes of the lesson or course before progressing to a new one?
- A. Summary
 - B. Traditional
 - C. Consistency-based
 - D. Competency-based
- _____ 17. An advantage of the competency-based approach to teaching is:
- A. it allows an instructor to stick to a schedule.
 - B. students are prepared to advance to more complex knowledge or skills.
 - C. more effort is required on the instructor's part to determine students' learning pace and match it.
 - D. instructors must plan for and provide extra time to ensure that all students become competent on the subject.
- _____ 18. Which teaching strategy is the most prevalent approach to teaching in the fire and emergency services?
- A. Computer simulation
 - B. Instructor-led training
 - C. Student-centered learning
 - D. Blended or hybrid learning
- _____ 19. Which teaching strategy requires instructors to be very organized and disciplined in order to maintain a high level of student satisfaction and performance with the reduction of a formal structure?
- A. Computer simulation
 - B. Flipping the classroom
 - C. Student-centered learning
 - D. Blended or hybrid learning

- _____ 20. Which teaching strategy minimizes the interaction between a student and an instructor?
- A. Computer simulation
 - B. Self-directed learning
 - C. Individualized instruction
 - D. Student-centered learning

Chapter 7 Quiz

Directions: Write the correct letter on the blank before each question.

- _____ 1. Independent of learning style, some students show behaviors and learning backgrounds that require more:
- A. ability.
 - B. money.
 - C. research.
 - D. attention.
- _____ 2. In contrast to the positive benefits of diversity, differences between people of different cultural backgrounds may disrupt:
- A. customs.
 - B. attitudes.
 - C. communication.
 - D. life circumstances.
- _____ 3. What is the ability to read, write, and generally function in a given language?
- A. Literacy
 - B. Referral
 - C. Benchmark
 - D. Intelligence
- _____ 4. For legal liability, students seeking accommodations for learning disabilities are required by federal law to:
- A. work respectfully with the administration.
 - B. use a tutor for any class they are enrolled in.
 - C. demonstrate their learning disabilities to the instructor.
 - D. show documentation proving they have a specific learning disability.

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- _____ 5. While assisting other individuals in a class, adult high ability learners improve:
- A. their own retention.
 - B. the course grading curve.
 - C. the comfort levels of others.
 - D. their access to the learning environment.
- _____ 6. What is NOT an example of fundamental rights and privileges for students in an educational setting as guaranteed by law?
- A. Fair and equal treatment in class
 - B. Privacy of records and test scores
 - C. Equal access to the learning environment
 - D. Parental access to grades and financial aid information
- _____ 7. Which behavior management technique can be effective to manage disruptive adult students in the learning environment?
- A. Peer pressure
 - B. Priority revision
 - C. Call student out
 - D. Electronic monitoring
- _____ 8. The act of helping a student to adjust or redirecting a student's behavior is referred to as:
- A. tutoring.
 - B. counseling.
 - C. participating.
 - D. reconditioning.
- _____ 9. When coaching a student for motivational correction, feedback must be:
- A. objective and precise.
 - B. subjective and critical.
 - C. formal and continuous.
 - D. general and motivating.
- _____ 10. Instructors providing evidence that student efforts make a difference is an example of:
- A. first impressions.
 - B. increasing perseverance.
 - C. establishing student responsibilities.
 - D. motivating and encouraging students.

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- _____ 11. Which student behavior management technique involves having students help each other in the learning process?
- A. Coaching
 - B. Role model
 - C. Specialization
 - D. Peer assistance
- _____ 12. Which student behavior management technique in contrast to peer assistance is typically used outside the classroom, usually in the job environment?
- A. Diversity
 - B. Coaching
 - C. Mentoring
 - D. Designating
- _____ 13. Which strategy would work BEST for an instructor dealing with a student that feels they already have superior knowledge to the instructor?
- A. Keep a straight face at all times.
 - B. Show confidence in the role as a content expert.
 - C. Encourage the student to reveal the inadequacy.
 - D. Allow conflicts in order to create questions of superiority.
- _____ 14. In the L-E-A-S-T method of progressive disciplinary action, the letter "L" represents:
- A. list the issue.
 - B. leave it alone.
 - C. let the student leave.
 - D. look eye-to eye with the student.
- _____ 15. Students that may appear to be daydreaming, distracted, or uninterested are referred to as:
- A. terminal or detached.
 - B. intervening or interfering.
 - C. disruptive or participating.
 - D. nondisruptive and nonparticipating.

- _____ 16. What tactic may a disruptive, nonparticipating student use to distract a class?
- A. Be overly talkative.
 - B. Don't ask questions.
 - C. Draw attention to the instructor.
 - D. Work with an instructor's redirects.
- _____ 17. Some instructors project _____ in a way that some students find intimidating.
- A. patience
 - B. authority
 - C. disruption
 - D. unpreparedness
- _____ 18. What becomes necessary when an instructor is unable to help a student accept or settle into a routine?
- A. Coaching
 - B. Mentoring
 - C. Review of policies
 - D. Disciplinary action
- _____ 19. Legal and ethical issues in a training organization may require or dictate that instructors have _____ while conducting classes.
- A. supervisory authority
 - B. personal liability insurance protection
 - C. adjusted instructional delivery methods
 - D. authority above their responsibility level

Chapter 8 Quiz

Directions: Write the correct letter on the blank before each question.

- _____ 1. In the United States, the National Institute for Occupational Safety and Health (NIOSH) is considered a(an):
 - A. federal government agency.
 - B. standards-writing organization.
 - C. environmental protection agency.
 - D. professional and accredited organization.
- _____ 2. In the United States, the Federal Emergency Management Agency (FEMA) is a federal agency under the:
 - A. Department of Defense (DoD).
 - B. Department of Transportation (DOT).
 - C. Environmental Protection Agency (EPA).
 - D. Department of Homeland Security (DHS).
- _____ 3. Consultants or educators who can review pertinent safety regulations with instructors who are planning a training curriculum or course may be available from:
 - A. regulatory agencies.
 - B. national testing services.
 - C. standards-writing organizations.
 - D. competencies-testing organizations.
- _____ 4. The Underwriters Laboratories Inc. (UL): U.S. and Canada (ULC) is considered a(an):
 - A. federal government agency.
 - B. standards-writing organization.
 - C. environmental protection agency.
 - D. professional and accrediting organization.

- _____ 5. The North American Fire Training Directors (NAFTD) is considered a(an):
- A. federal government agency.
 - B. standards-writing organization.
 - C. environmental protection agency.
 - D. professional and accrediting organization.
- _____ 6. Who is the primary safety role model in the learning environment?
- A. Student
 - B. Instructor
 - C. Senior firefighter
 - D. Accredited organization
- _____ 7. In the learning environment, instructors must devote appropriate time to discussing:
- A. class logistics.
 - B. aspects of safety.
 - C. training scenarios that focus on safety.
 - D. the creation of a training and safety plan.
- _____ 8. Verification of instructor skill levels ultimately falls on the:
- A. Instructor II and III levels.
 - B. Instructor III and IV levels.
 - C. Department of Homeland Security.
 - D. International Association of Fire Fighters.
- _____ 9. Equipment evaluation and inspections done by the instructor that show equipment is unsafe or damaged should be reported to:
- A. the fire chief.
 - B. the safety officer of the day.
 - C. the authority having jurisdiction.
 - D. the occupational safety and health coordinator.
- _____ 10. Students should be informed during the training briefing of ____ they will face as part of training.
- A. hazards
 - B. disciplines
 - C. written feedbacks
 - D. personnel behaviors

- _____ 11. Skills demonstrations by instructors begin with them giving a(an):
- A. explanation of the skill.
 - B. written handout to all students.
 - C. disclaimer of knowledge of the subject.
 - D. inspection of tools, equipment, and props.
- _____ 12. The instructor who does not appear proficient at a skill:
- A. will lose credibility with students.
 - B. can rely on anecdotes from others.
 - C. will experience skepticism in each class they teach.
 - D. must report their lack of proficiency to the AHJ prior to providing training.
- _____ 13. Which element of evolution control involves instructors presenting new or related information during the evolution?
- A. Teaching
 - B. Managing
 - C. Monitoring
 - D. Supervising
- _____ 14. A ratio of ____ students to one instructor is optimal in most hands-on training environments.
- A. two to five
 - B. one to four
 - C. four to eight
 - D. three to seven
- _____ 15. Which of the following is an example of a simple training evolution? (169)
- A. Live-fire exercises
 - B. Hazardous materials
 - C. Above and below grade rescue
 - D. Using a portable fire extinguisher
- _____ 16. When performing a simple training evolution, students repeat the evolution until they are able to:
- A. perform it without error.
 - B. rotate positions three times.
 - C. explain the purpose of the evolution.
 - D. relate the evolution verbally to the class.

- _____ 17. NFPA 1403 Standard on Live Fire Training Evolutions emphasizes strict ____ for structures selected for live-fire evolutions.
- A. time-lines
 - B. safety practices
 - C. water supply sources
 - D. purchase agreements
- _____ 18. Safety requirements of NFPA 1403 that apply to acquired structures also apply to purpose-built structures with the following exception:
- A. multiple water supply sources must be used.
 - B. multiple fires can be lit in acquired structures.
 - C. multiple fires can be lit in purpose-built structures.
 - D. multiple EMS personnel must be on site at the time of any evolution.
- _____ 19. Depending upon the location of the training and type of fuel used in an exterior or wildland fire, there may be ____ requirements that should be met.
- A. financial
 - B. eligibility
 - C. identification
 - D. environmental
- _____ 20. An example of a training evolution with increased hazard exposures is:
- A. lifting and moving patients.
 - B. forcing entry through a door.
 - C. emergency vehicle operations.
 - D. lifting and setting a ground ladder.
- _____ 21. ____ is a broad term that encompasses all aspects of legal responsibility.
- A. Liability
 - B. Bonding
 - C. Disposition
 - D. Acknowledgment

- _____ 22. Which term means that the blame for the actions of one person can be placed on another?
- A. Admissible
 - B. Accountability
 - C. Vicious liability
 - D. Vicarious liability
- _____ 23. What is the legal concept that reasonable people should be able to predict the consequences of their actions and take reasonable precautions?
- A. Probability
 - B. Predictability
 - C. Common law
 - D. Foreseeability
- _____ 24. Developing a training and safety plan and then following it during training is the best way to:
- A. reduce liability.
 - B. maintain morale.
 - C. exceed protocols or policies.
 - D. maintain current certifications.

Chapter 9 Quiz

Directions: Write the correct letter on the blank before each question.

- _____ 1. Norm-referenced and ____-referenced are two ways to assess or evaluate a student regarding mastery of a subject or topic.
- A. median
 - B. criterion
 - C. principle
 - D. traditional
- _____ 2. Which type of student assessment measures the accomplishment of one student against that of another?
- A. Norm-referenced
 - B. Median-referenced
 - C. Criterion-referenced
 - D. Traditional-referenced
- _____ 3. Which type of student assessment is primarily used where many students can succeed at the same level, such as in a skills training setting?
- A. Norm-referenced
 - B. Median-referenced
 - C. Criterion-referenced
 - D. Traditional-referenced
- _____ 4. Which type of student assessment is used particularly in cases where clear differentiations are made between top performers and others?
- A. Norm-referenced
 - B. Median-referenced
 - C. Criterion-referenced
 - D. Traditional-referenced

- _____ 5. Which test classification clarifies the reasons a test is given?
- A. Trial
 - B. Purpose
 - C. Situation
 - D. Administration
- _____ 6. Which test classification is based on how the test is given to the student?
- A. Trial
 - B. Purpose
 - C. Situation
 - D. Administration
- _____ 7. In the United States, which entity has the responsibility of investigating any bias on employment tests?
- A. International Accreditation Services (IAS)
 - B. Council of Interstate Testing Agencies (CITA)
 - C. Nationally Recognized Testing Agency (NRTA)
 - D. Equal Employment Opportunity Commission (EEOC)
- _____ 8. Which curriculum component should contain the dates and times of major tests or periodic quizzes for the students' and instructors' reference?
- A. Framework
 - B. Lesson plan
 - C. Course syllabus
 - D. Plan of instruction
- _____ 9. Before administering a written test in a classroom setting, the instructor should:
- A. maintain test security at all times.
 - B. ensure all electronic devices are turned on and secured.
 - C. post sample questions on the department bulletin board.
10. check backpacks, purses, or bags at the door for unnecessary items.
- _____ 10. When administering performance tests, an instructor should:
- A. paraphrase the test instructions to save testing time.
 - B. wait until the end of the testing period to record scores.
 - C. eliminate all test administration rules in the test instructions.
 - D. ensure that the subject matter of the test matches the subject matter that is being tested.

- _____ 11. What is the act of identifying which answers are right or wrong on a test?
- A. Scoring
 - B. Answering
 - C. Composing
 - D. Determining
- _____ 12. Which type of test can be scored either manually or by using an electronic scoring device?
- A. Oral
 - B. Written
 - C. Subjective
 - D. Performance
- _____ 13. When scoring performance (psychomotor) tests, instructors should closely follow:
- A. their own personal ethics.
 - B. a predetermined time limit.
 - C. the scoring sheet guidelines.
 - D. minimal acceptable behaviors.
- _____ 14. Students are disadvantaged when every question on test that must be answered correctly is written:
- A. by a computer test-bank.
 - B. at a low level of difficulty.
 - C. at a high level of difficulty.
 - D. by a different instructor than the student is used to.
- _____ 15. Grading bias is easier to prove on _____ tests.
- A. oral
 - B. essay
 - C. objective
 - D. subjective
- _____ 16. Students who fail to achieve the minimum required grade on a final oral, written, or performance test should:
- A. be recognized as having completed the training.
 - B. ask for a copy of the test to review outside of class.
 - C. not be recognized as having completed the training.
 - D. still file a complaint to the AHJ against the instructor.

- _____ 17. Cheating during exams or allowing a student to claim credit for work completed by another are examples of:
- A. academic misconduct.
 - B. appropriate academic conduct.
 - C. adherence to course guidelines.
 - D. unacceptable behaviors modeled by instructors.
- _____ 18. Meeting individually with students in a timely manner to discuss a test is an example of:
- A. test bias.
 - B. test security.
 - C. evaluation feedback.
 - D. academic misconduct.

Chapter 10 Quiz

Directions: Write the correct letter on the blank before each question.

- _____ 1. Training _____ are permanent accounts of events or actions taken by an individual, unit, or organization.
- A. reports
 - B. records
 - C. outcomes
 - D. objectives
- _____ 2. Training _____ are official accounts of training events, presented verbally or in writing.
- A. reports
 - B. records
 - C. outcomes
 - D. objectives
- _____ 3. Which training record is evidence that an individual or unit completed a specified number of training hours on a topic?
- A. Incident records
 - B. Scheduling records
 - C. Attendance records
 - D. Certification applications
- _____ 4. Which of the following refers to documentation of the resources an instructor needs to teach a certain lesson?
- A. Incident records
 - B. Resource requests
 - C. Scheduling records
 - D. Certification applications

- _____ 5. Tracking members' certifications, qualifications, or licenses would be done using a:
- A. training report.
 - B. training record.
 - C. competency report.
 - D. contact hour record.
- _____ 6. Instructors must be able to write clear, concise, and accurate reports based upon:
- A. their certification level.
 - B. in-house developed course materials.
 - C. commercially purchased materials used for class.
 - D. witnessed events and the records available to them.
- _____ 7. Which part of a report is often the most difficult part to complete?
- A. Narrative
 - B. Summary
 - C. Conclusion
 - D. Introduction
- _____ 8. Which consideration for scheduling training sessions should a Level I Instructor follow to ensure that the session is well planned with a timeline for delivery?
- A. Student availability
 - B. Mandated staffing levels
 - C. Sufficient planning period
 - D. Facility policies and procedures
- _____ 9. Level I instructors should know _____ within their AHJs for any needed training resources.
- A. volunteer availability
 - B. the political atmosphere
 - C. all possible suppliers of resources
 - D. to whom requests should be made

Becket Bend

Time: 15 Minutes

Level: 2 - Intermediate

Materials Needed: Length of rope

References: NFPA 1001

Preparation/Motivation

Rope is one of the oldest tools used by the fire service. Rope is very valuable for applications such as hauling tools, accomplishing rescues from area of different elevations, stabilizing vehicles, and cordoning off areas. The ability to tie proper knots is crucial to the safety of rope maneuvers.

Condition: Given a length of rope

Behavior: The participant will tie a Becket Bend

Standard: 30 Seconds

Presentation

Take a bight

1. Either hand

Place the running end up through the bight

Pass behind the bight

Front of bight

1. Under the running line

Pull through to secure

Pull the standing end to tighten

Becket Bend

Application

Each student will be given a length of rope and time to practice the skills outlined in the presentation section

Demonstration method of presentation step (I do, we do, you do)

Step one Instructor does at normal speed

Step two *Repeat the operation slowly*
explaining each step

Step three Perform the operation slowly while a student explains each step after it has been performed

Step four Perform the operation slowly after a student explains each step

Step five Have the student perform each step after it has been explained

Step six Have the student perform the operation and explain each step

Becket Bend

Evaluation

Participants will be evaluated based on the steps outlined in the Presentation section.

Summary

Restate or re-emphasize important information presented in the lesson.

Manipulative Performance Test / Test Record

Becket Bend

TEST INSTRUCTIONS: *(Read the behavior, condition, and standard to the students.)*

BEHAVIOR: **The participant will tie a Becket Bend**

CONDITION: **Given a length of rope**

STANDARD: **30 Seconds**

This is a 100% pass/fail test. All steps must be completed in the time limit given.

(Ask for questions prior to beginning the test.)

No questions will be answered after the test begins. Test will be timed.

STUDENT PERFORMED THE FOLLOWING COMPETENCIES:

	Y	N
1. Select correct length of rope.	<input type="checkbox"/>	<input type="checkbox"/>
2. Tie the correct knot.	<input type="checkbox"/>	<input type="checkbox"/>
3. Completed skill in allotted time.	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL: PASS FAIL
☐ ☐

Tester Comments: _____

TRAINING RECORD

Topic:	Date:
Instructor:	Hours:
Description Of Training Conducted:	
Participants	Evaluation/Score Type: Written <input type="checkbox"/> Skills <input type="checkbox"/>
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Instructor Demo Becket Bend

Behavioral Objective

- **BEHAVIOR:** The participant will tie a Becket Bend
- **CONDITION:** Given a length of rope
- **STANDARD:** 30 Seconds

Steps

1. Take a bight
2. Place the running end up through the bight
3. Pass behind the bight
4. Front of bight
5. Pull through to secure
6. Pull the standing end to tighten

Micro-Teaching Evaluation Form

Evaluators Name: _____ *Instructors Name:* _____

Date: _____

Performance Rating of the Presentation.

Please rate the instructor in each of the following areas. Each area should include remarks.

Did the instructor?

Preparation

1- Introduce him/herself?

2- Prepare the mind of the learner?

3- Clearly communicate objectives?

Presentation

1- Maintain eye contact with the students?

2- Have any speech characteristics that detracted from the presentation?

3- Have any mannerisms that detracted from the presentation?

4- Present the information in a logical order?

Presentation (cont.)

- 5- Use different questioning techniques?**
- 6- Communicate safety aspects to the students?**
- 7- Use projected and non-projected media?**
- 8- Clearly demonstrate the new skills?**
- 9- Set up the classroom so that seating, audiovisual and training aids are considered?**

Application

- 1- Provide the students an opportunity to practice under supervision?**
- 2- Provide students immediate feedback?**

Evaluation

- 1- Administer and score a psychomotor skill test?**
- 2- Read the test instructions word for word?**
- 3- Complete all documentation necessary?**

