



TEACHERS' GUIDE CHAPTER 6

**SOFT SKILLS IN THE FIRE
AND EMERGENCY SERVICES**



Co-funded by
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WHAT YOU GET?

In this chapter, you will find lesson plans and teaching aids to help you with conducting lessons, actions, and rules for conducting firefighting and rescue operations in various circumstances.

Part 1 Teamwork and leadership. What makes a good team and how individuals can contribute to it 2

Part 2 Problem-solving. How should a firefighter deal with risky situations and prepare for them.....27

Part 3 Interpersonal skills. What qualities should a good firefighter have and why?..... 50

PART 1

TEAMWORK AND LEADERSHIP

WHAT MAKES A GOOD TEAM AND HOW INDIVIDUALS CAN CONTRIBUTE TO IT



Lesson 1

Teamwork

Students will learn how to form a team and collaborate to achieve common goals.



Lesson 2

Leadership

Students will learn and understand why leadership is essential in emergency services, what leadership skills are, and how to use them properly to achieve goals.



Lesson 3

Work ethics

Students will recognize the importance of work ethic and will be able to adhere to its principles.

INTRO

From this material students will find out what aspects make up quality collaboration in a firefighting team, how important is it to have a quality leader and why is it so crucial to follow the rules and work ethic when you're a firefighter.

You will find here:



3 ready-to-use lesson plans for 3 main topics, that follow a practical, step-by-step guide



Innovative teaching methods and techniques:

- interactive learning
- case studies
- brainstorming and discussions
- group work and individual work



Resources

- Mentimeter
- YouTube
- Miro
- printed scenarios



Teaching aids supporting teaching/learning process during the lessons:

- ready to use case studies
- videos
- writing materials
- presentations
- useful websites
- pens or pencils
- notepads for each team



Key vocabulary

conflict resolution, MBTI, emotional intelligence, leadership, teamwork, work ethics

LESSON 1

TEAMWORK

PART 1

LESSON 1



Learning objectives

Teamwork refers to the collaborative efforts of a group of individuals working together to achieve a common goal or objective. It involves the combined contributions of team members, each utilizing their unique skills, knowledge, and expertise to accomplish shared tasks and responsibilities.



Follow the steps

1

Introduction

In this lesson, students will find out why is teamwork essential when working as a firefighter and they also find out more about their personalities.

2

Study

1. **Introduce students to the main topic:** Teamwork; start with an open question “What do you think teamwork is?” and ask them to come up with concrete examples of their everyday life.



10 min.

Use Mentimeter to collect answers and ideas in the real time.



2. Tell them, how important it is to know their personalities and that only if they know themselves, they can be good members of the team.



10 min.

TIP: Use VIDEO from the Firemen’s competition as a demonstration of teamwork



LESSON 1

TEAMWORK

PART 1

LESSON 1



3. **Ask students** what they think is the most important for having a well-working team. Moderate discussion, let the students explore. Write everything together on the flipchart or e-board.



25 min.

Use online tools like [Miro](#) and write what students come up with in real-time.



EXAMPLE



Clear Goals and Objectives: Establishing clear and achievable goals helps the team understand its purpose and direction, providing a framework for focused and coordinated efforts.



Effective Communication: Open and transparent communication fosters a collaborative environment, allowing team members to share ideas, provide feedback, and address challenges constructively.



Defined Roles and Responsibilities: Clearly defined roles and responsibilities ensure that each team member understands their contributions to the overall objectives, promoting accountability and effective task management.



Mutual Trust and Respect: Cultivating a culture of trust and respect within the team encourages open dialogue, enhances collaboration, and fosters a supportive and positive working atmosphere.



Conflict Resolution Skills: Equipping team members with effective conflict resolution skills enables them to address differences and challenges constructively, minimizing the impact of conflicts on team dynamics and productivity.

LESSON 1

TEAMWORK

PART 1

LESSON 1



Diversity and Inclusion: Valuing and embracing diversity within the team fosters a range of perspectives and ideas, promoting innovation and creativity while building a more inclusive and dynamic team culture.



Support and Empathy: Providing support and showing empathy toward team members during challenging situations fosters a sense of camaraderie and promotes a culture of mutual assistance and well-being.



Collaborative Decision-making: Involving team members in the decision-making process promotes a sense of ownership and empowerment, encouraging active participation and commitment to the team's goals.



Continuous Learning and Development: Encouraging a commitment to constant learning and professional development fosters a culture of growth and innovation, enhancing the team's collective knowledge and expertise.



Celebration of Achievements: Acknowledging and celebrating the team's successes and milestones fosters a sense of accomplishment and motivation, boosting morale and reinforcing a shared sense of purpose and achievement.



3

Practice



45 min.

1. **Brief students on the simulated emergency scenario**, emphasizing the importance of teamwork, effective communication, and coordinated action during the exercise.



Team Formation: Divide students into small teams, each comprising individuals with diverse skills and expertise relevant to emergency response operations.

LESSON 1

TEAMWORK

PART 1

LESSON 1



Simulated Emergency Scenario: Create a simulated emergency situation, such as a building fire with simulated victims in need of rescue. Incorporate challenges such as limited visibility, structural obstacles, and potential hazards to test the team's problem-solving and collaboration skills.



Effective Communication Exercise: Introduce communication challenges within the simulated scenario, such as the loss of radio contact or limited visibility, and observe how the teams adapt their communication strategies to overcome these obstacles.



Collaborative Rescue Operation: Task each team with executing a coordinated rescue operation, emphasizing the need for effective delegation of tasks, mutual support, and efficient use of resources to ensure the safe evacuation of simulated victims from the emergency site.



Debriefing and Reflection: Facilitate a post-exercise debriefing session, encouraging the firefighters to discuss the challenges they faced, the strategies they employed, and the lessons learned from the teamwork exercise. Emphasize the importance of effective teamwork and collaboration in enhancing emergency response operations.

OVERVIEW: By engaging in this simulated emergency response exercise, firefighters can strengthen their teamwork skills, enhance their communication strategies, and improve their ability to collaborate effectively during challenging and dynamic emergencies.



Resources:

[written materials for students, and a presentation on MBTI personality types](#)



[Prezi - presentation on MBTI personality types](#)



2. **Personality Awareness Exercise:** Exploring MBTI Types

a. Introduction to MBTI: Provide an overview of the MBTI framework, explaining the key components of each personality type and how they influence individual behaviors and preferences.

b. MBTI Assessment Questionnaire: Distribute MBTI assessment questionnaires to the students and instruct them to answer the questions honestly based on their personal preferences and tendencies.

c. Analysis and Group: After completing the assessments, analyse the results collectively. Discuss each personality type, highlighting the defining characteristics, strengths, and potential areas for development associated with each type.

d. Personality Reflection Exercise: Ask students to reflect on their assessment results and identify how their personality traits align with their personal experiences, career aspirations, and interpersonal relationships. Encourage them to share their insights with the group.

e. Application of MBTI in Real-Life Situations: Illustrate how understanding MBTI types can improve communication, teamwork, and collaboration among individuals with different personality preferences in various social and professional settings.

OVERVIEW: By engaging in this personality awareness exercise, students can gain a better understanding of their personality traits and those of others, fostering self-awareness, empathy, and effective interpersonal communication skills within diverse personal and professional contexts.

LESSON 2

LEADERSHIP



Learning objectives

Effective leadership is essential for ensuring the successful execution of emergency response operations, safeguarding the well-being of the public, and maintaining the safety of the firefighting team.



Follow the steps

1

Introduction

In this lesson, students will explore how useful is to have a skilled leader in the team and how to be a good leader

2

Study

1. Introduce the students to the main topic: Leadership; start with an open question **“What do you think leadership means?”** and ask them to come up with concrete examples of their everyday life



10 min.

Use Mentimeter to collect answers and ideas in the real time.



2. Define together the qualities of a good leader



10 min.

TIP: Use VIDEO „Hidden leadership lesson” by Matt Hinkle from Box Alarm Training (start at 0:50min) to discuss leadership types



LESSON 2

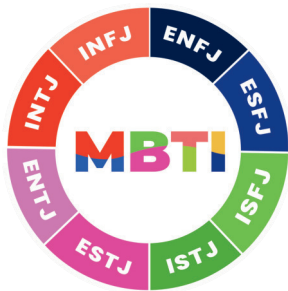
LEADERSHIP

3. Explain to the students the important steps to enhance their leadership capabilities:



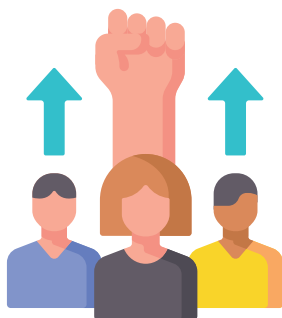
25 min.

a. Lead by Example: Demonstrate professionalism, integrity, and a strong work ethic in your actions and decision-making. Serve as a role model for your team, exhibiting the qualities and behaviours you expect from your fellow firefighters.



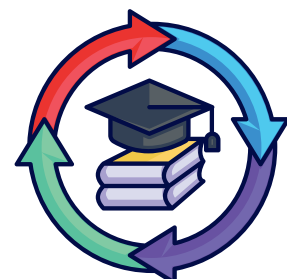
b. MBTI Assessment Questionnaire: Distribute MBTI assessment questionnaires to the students and instruct them to answer the questions honestly based on their personal preferences and tendencies.

c. Crisis Management Skills: Develop the ability to make quick, informed decisions during high-pressure situations. Learn to assess risks, prioritize tasks, and adapt your strategies based on the evolving demands of the emergency response scenario.



d. Empower the Team: Encourage active participation and collaboration among your team members. Empower them to contribute their ideas and expertise, and foster a sense of ownership and accountability for the collective success of the firefighting operations.

e. Continuous Learning: Invest in your personal and professional development by seeking opportunities for ongoing training and education. Stay updated on the latest firefighting techniques, safety protocols, and leadership best practices to enhance your knowledge and skills.



LESSON 2

LEADERSHIP



f. Emotional Intelligence: Cultivate emotional intelligence to understand and manage your own emotions and those of your team members. Develop empathy, show support, and build strong relationships with your team to foster a positive and collaborative work environment.

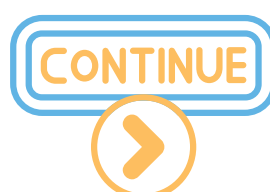
g. Adaptability and Resilience: Remain adaptable and resilient in the face of challenging and dynamic emergency situations. Be prepared to adjust your strategies and plans as needed, and demonstrate resilience to inspire confidence and determination within your team



h. Promote a Safety Culture: Prioritize the safety and well-being of both your team and the public. Instill a culture of safety consciousness and adherence to established safety protocols, and lead by example in maintaining a safe and secure environment during firefighting operations.

OVERVIEW

By focusing on the above-mentioned areas of development, you can cultivate the necessary skills and qualities to become a respected and effective leader within the firefighting community, ensuring the successful coordination and execution of emergency response operations.



LESSON 2

LEADERSHIP

3 Practice



Group activity

Provide students with 3 situation scenarios in which is a good leader necessary. Let them discuss and answer the questions below. You may divide students in 3 teams and each give 1 scenario or you give each team all 3 scenarios and then compare the answers (this option may take more time).



30 min.

SCENARIO 1

Multi-Unit Emergency Response:

During a large-scale fire incident, a well-prepared and proactive leader coordinates the efforts of multiple firefighting units, ensuring efficient communication, strategic resource deployment, and synchronized firefighting operations. Through effective leadership, the situation is managed with precision, preventing the fire from spreading further and minimizing potential damage to nearby structures and communities.



Points to discuss

A. Coordination and Communication:

- How does effective communication contribute to the coordination of multiple firefighting units?
- What communication strategies should a leader employ to ensure seamless cooperation among units?
- How can technology enhance communication in large-scale emergencies?

LESSON 2

LEADERSHIP

B. Resource Deployment:

- What factors should a leader consider when deploying firefighting resources during a large-scale incident?
- How does resource allocation impact the overall efficiency of firefighting operations?
- Discuss the challenges of managing resources in dynamic emergency situations.

C. Strategic Decision-Making:

- How does a leader prioritize decisions in a rapidly evolving emergency scenario?
- What decision-making frameworks can leaders use to ensure effective and timely responses?
- Explore the balance between quick decision-making and thoughtful consideration of options.

SCENARIO 2

Rescue Operations in Hazardous Environments:

In a challenging rescue operation, such as a building collapse or a confined space entrapment, a competent leader strategically organizes the rescue efforts, prioritizing the safety of the victims and the responding firefighters. By making quick and informed decisions, providing clear instructions, and maintaining composure under pressure, the leader guides the team through the operation, successfully extracting the victims while ensuring the well-being of the rescue personnel.



Points to discuss

A. Safety Prioritization:

- Why is prioritizing safety crucial in hazardous rescue operations?
- Discuss specific safety protocols and measures that leaders should enforce during such operations.
- How can a leader effectively communicate the importance of safety to the team?

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B. Quick Decision-Making:

- In what ways does quick decision-making impact the success of a rescue operation?
- Explore scenarios where leaders need to make rapid decisions and their potential consequences.

Discuss strategies for making informed decisions under intense pressure.

C. Maintaining Composure:

- Why is maintaining composure essential for a leader in high-stress situations?
- How can leaders cultivate resilience and composure in themselves and their team members?
- Share examples of leaders who demonstrated composure in challenging situations.

SCENARIO 3

Natural Disasters and Extreme Weather Events:

In the aftermath of a natural disaster, such as a hurricane, flood, or earthquake, a proficient leader effectively manages the deployment of firefighting resources, coordinates search and rescue missions, and provides essential support to affected communities.

Through strong leadership, the firefighting team assists in evacuation efforts, provides critical medical aid, and restores essential services, contributing to the overall safety and recovery of the affected population.



Points to discuss

A. Community Support:

- How does effective leadership contribute to supporting and reassuring affected communities?
- Discuss the role of firefighters in community engagement during and after natural disasters.
- Explore ways leaders can foster trust and collaboration with other emergency response entities.

LESSON 2

LEADERSHIP

B. Adaptability and Flexibility:

- How can leaders adapt their strategies in response to unpredictable natural disasters?
- Discuss the challenges of planning for extreme weather events and the importance of flexibility.
- Explore case studies where adaptability played a crucial role in successful responses.

C. Maintaining Composure:

- Post-Disaster Recovery:
- What leadership qualities are essential during the recovery phase after a natural disaster?
- Discuss the long-term responsibilities of firefighting teams in rebuilding communities.
- Explore the psychological aspects of post-disaster recovery and the role of leadership in supporting mental well-being.

Summarize with students what they came up with, let each team present their results. Sum up the main qualities that the leader should have:



Visionary: A good leader has a clear and inspiring vision for the future, guiding their team toward common goals and objectives.

Integrity: Integrity is paramount for a leader, as it establishes trust and credibility within the team and fosters a culture of honesty and ethical behaviour

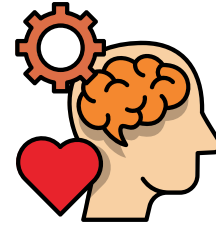


Effective Communication: A good leader is an excellent communicator, capable of conveying ideas, providing feedback, and actively listening to the concerns and suggestions of their team members.

LESSON 2

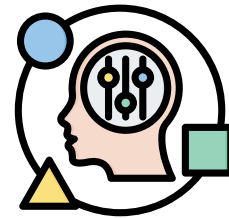
LEADERSHIP

Empathy: Empathy enables a leader to understand the emotions and perspectives of others, fostering strong relationships, and creating a supportive and inclusive work environment.



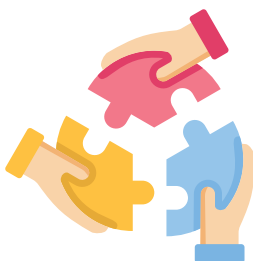
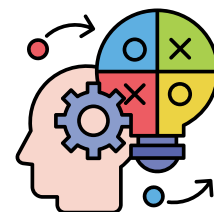
Resilience: Resilience allows a leader to remain composed and focused in the face of challenges and setbacks, motivating the team to persevere and achieve success despite obstacles.

Adaptability: An adaptable leader can navigate change and uncertainty, adjusting strategies and approaches to meet evolving circumstances and seize new opportunities.



Accountability: A good leader takes responsibility for their decisions and actions, setting an example for the team and fostering a culture of accountability and ownership

Strategic Thinking: Strategic thinking enables a leader to analyse complex situations, anticipate future trends, and develop effective plans and solutions to achieve long-term objectives



Collaboration: Collaboration involves actively involving team members in decision-making and problem-solving processes, promoting a culture of teamwork, and leveraging diverse perspectives and expertise.

LESSON 2

LEADERSHIP



Inspiration: A good leader inspires and motivates their team, encouraging personal and professional growth, and fostering a sense of purpose and enthusiasm for shared goals

OVERVIEW

By embodying these qualities, a good leader can effectively guide and support their team, foster a positive work environment, and achieve successful outcomes in various professional contexts.

LESSON 3

WORK ETHICS

PART 1

LESSON 3



Learning objectives

By recognizing the importance of work ethic and adhering to its principles, firefighters can ensure the effective and efficient delivery of their critical services, contributing to the safety, security, and resilience of the communities they serve.



Follow the steps

1

Introduction

In this lesson, students can learn why firefighters should be mindful of regarding cultural sensitivity. Inform students that during this lesson they will find out why and how to perceive work ethic.

2

Study

1. Introduce the students to the main topic: **Work ethic**. Start with an open question



10 min.



“What do you think work ethic means?”

then, ask them to come up with concrete examples of their everyday life

Use **Mentimeter** or any similar online tool to collect answers and ideas from the students in real-time

Mentimeter link:
<https://www.mentimeter.com/>



LESSON 3

WORK ETHICS

PART 1

LESSON 3

2. Point out that being a firefighter is not just about being strong or empathetic, it is also about following the rules.



What it's like
being a firefighter

Use this [VIDEO](#) of the volunteer firefighter about commitments connected to being a firefighter.

3. Discuss with students the **7 basic rules** they will need to follow as firefighters:



15 min.

rules & standards

#1 Punctuality and Attendance

Firefighters must adhere to strict schedules and be punctual for their shifts, training sessions, and emergency response duties. They should prioritize attendance and demonstrate reliability in fulfilling their assigned responsibilities.

#2 Professional Conduct

Maintaining a professional demeanor is crucial. Firefighters are expected to conduct themselves with integrity, respect, and professionalism at all times, both within the team and when interacting with the public or other emergency response.

#3 Accountability and responsibility

Firefighters are accountable for their actions and decisions. They are responsible for following established safety protocols, using equipment correctly, and prioritizing the safety and well-being of their team members and the public during emergency response operations.

#4 Commitment to Training and Development

Firefighters must continuously improve their skills and knowledge through ongoing training and professional development programs. They should stay updated on the latest firefighting techniques, safety procedures, and technological advancements to enhance their performance and effectiveness in their roles.

#5 Team collaboration and support

Collaboration is essential in firefighting teams. Firefighters are expected to work cooperatively, communicate effectively, and provide mutual support to their team members during emergency operations and training exercises. They should foster a culture of teamwork, respect, and camaraderie within the firefighting unit.

#6 Adherence to safety protocols

Following established safety protocols and procedures is non-negotiable. Firefighters must prioritize safety in all aspects of their work, including the use of protective gear, adherence to standard operating procedures, and the implementation of best practices to minimize risks and prevent accidents during firefighting operations.

#7 Service Orientation and Community Engagement

Firefighters are dedicated to serving the community and promoting public safety. They should actively engage with the community, participate in public safety awareness campaigns, and provide education and support to enhance the overall safety and well-being of the communities they serve.

LESSON 3

WORK ETHICS

OVERVIEW

By upholding these fundamental rules in work ethic, firefighters can maintain a strong sense of discipline, professionalism, and commitment to their critical role in ensuring the safety and security of the public and their fellow team members.

3

Practice



10 min.



1. Divide students into groups and have them answer the following questions. Then, go through the correct answers together.

Use **Kahoot!** to make learning more fun and competitive. Create multiple-choice questions and students can participate individually or in teams.



A. What does punctuality in the context of firefighting work ethic primarily emphasize



- a. Arriving late to shifts and training sessions
- b. Prioritizing attendance and timeliness
- c. Irregular work schedules

Correct Answer:

b) Prioritizing attendance and timeliness. Punctuality is essential in maintaining a consistent and reliable presence for firefighting duties.

LESSON 3

WORK ETHICS

PART 1

LESSON 3

B. Which of the following best describes professional conduct among firefighters



- a. Displaying unprofessional behavior within the team
- b. Demonstrating integrity and respect
- c. Disregarding safety protocols during operations

Correct Answer:

b) Demonstrating integrity and respect. Professional conduct emphasizes the importance of ethical behavior and mutual respect within the firefighting team.

C. What is an essential aspect of accountability for firefighters



- a. Ignoring safety procedures
- b. Disregarding assigned duties
- c. Taking responsibility for actions and decisions

Correct Answer:

c) Taking responsibility for actions and decisions. Accountability is integral to ensuring that firefighters are answerable for their conduct and performance during emergency response operations.

D. Why is the commitment to training and development crucial for firefighters



- a. It has no impact on their performance
- b. It enhances their skills and knowledge
- c. It hinders teamwork and collaboration

Correct Answer:

b) It enhances their skills and knowledge. Continuous training and development enable firefighters to stay updated on the latest firefighting techniques and safety procedures, improving their overall performance and effectiveness.

LESSON 3

WORK ETHICS

PART 1

LESSON 3

E. What is the foundation of effective teamwork within firefighting units ?

- a. Individual competition and rivalry
- b. Lack of communication and support
- c. Collaboration and mutual assistance

Correct Answer:

c) Collaboration and mutual assistance. Effective teamwork relies on cooperative efforts and supportive interactions among firefighting team members.

F. What is a non-negotiable aspect of work ethic for firefighters ?

- a. Disregarding safety protocols
- b. Prioritizing team safety
- c. Minimizing community engagement

Correct Answer:

b) Prioritizing team safety. Adhering to safety protocols is a fundamental aspect of work ethic in firefighting, ensuring the well-being of the entire team during emergency operations.

G. What does professionalism entail in the context of firefighting work ethic ?

- a. Neglecting the use of protective gear
- b. Following ethical standards and conduct
- c. Disregarding public safety measures

Correct Answer:

b) Following ethical standards and conduct. Professionalism encompasses adhering to ethical standards and maintaining a code of conduct that reflects integrity and respect within the firefighting profession.

LESSON 3

WORK ETHICS

H. How does service orientation manifest in the work ethic of firefighters ?

- a. Neglecting community needs
- b. Prioritizing personal interests
- c. Serving the community and promoting public safety

Correct Answer:

c) Serving the community and promoting public safety. Service orientation emphasizes the commitment to public welfare and the active engagement of firefighters in ensuring community safety and well-being.

I. What is the significance of teamwork in firefighting operations ?

- a. Hindering the emergency response process
- b. Fostering a culture of individualism
- c. Enhancing collaborative efforts and coordination

Correct Answer:

c) Enhancing collaborative efforts and coordination. Teamwork is essential for fostering effective communication, coordination, and mutual support among firefighting team members during emergency response operations.

J. How does adherence to safety protocols reflect a strong work ethic among firefighters ?

- a. It has no impact on their performance
- b. It prioritizes the safety of the team and the public
- c. It encourages risky behaviors during operations

Correct Answer:

b) It prioritizes the safety of the team and the public. Adherence to safety protocols demonstrates a commitment to prioritizing the well-being of both the firefighting team and the community during emergency response operations.



LESSON 3

WORK ETHICS

PART 1

LESSON 3



45 min.

2. Case Study Analysis Exercise to discuss real-life scenarios:

Introduction of the exercise:

Introduce the case study analysis exercise, emphasizing its role in providing practical insights into the application of work ethic principles in firefighting operations. Highlight the importance of critical thinking and ethical decision-making in addressing challenging situations.

Case Study Presentation:

Present a series of case studies that depict ethical challenges and work-related scenarios commonly encountered by firefighters. Ensure that each case study highlights a specific aspect of work ethic, such as integrity, accountability, or professional conduct.

Small Group Discussion:

Divide the participants into small groups and distribute one case study to each group. Encourage them to read and analyse the case study, identifying the ethical issues at hand and discussing the potential consequences of different courses of action.

Ethical Decision-Making Analysis:

Prompt each group to engage in a comprehensive analysis of the ethical decision-making process, considering the implications of each possible action on the safety of the public, the firefighting team, and the overall community. Encourage participants to assess the impact of work ethic on the outcomes of the scenarios.

Group Presentations:

Request each group to present their analysis of the case study, highlighting the ethical considerations, proposed solutions, and the importance of work ethic in addressing the challenges presented. Encourage an open discussion and exchange of perspectives among the participants.

LESSON 3

WORK ETHICS

Reflection and Action Planning:

Facilitate a reflection session where participants can share their key learnings from the case study analysis exercise. Encourage them to identify actionable strategies for integrating work ethic principles decision-making processes and daily firefighting duties.

Download Case Study scenarios:



[Case Study 1](#)
[“The public event dilemma”](#)



[Case Study 2](#)
[“The train crash response”](#)

OVERVIEW

By engaging in this case study analysis exercise, students can enhance their critical thinking abilities, ethical reasoning, and understanding of the practical application of work ethic principles in complex firefighting scenarios. This exercise fosters a collaborative learning environment and promotes a shared commitment to upholding the highest standards of professionalism and integrity within the firefighting profession.

PART 2

PROBLEM SOLVING

HOW SHOULD A FIREFIGHTER DEAL WITH RISKY SITUATIONS AND DEAL WITH THEM?



Lesson 1

Critical thinking

Students will learn how to analyse complex situations, assess risks, and make quick and effective decisions.



Lesson 2

Adaptability

Students will learn about and develop adaptability which is a crucial skill for firefighters, given the unpredictable and dynamic nature of emergency response situations



Lesson 3

Decision making

Students will learn about making conscious and proper decisions in emergencies, to respond effectively to crises.

INTRO

In this material students can find out, why is problem-solving a fundamental skill for firefighters. Firefighters are often given the unpredictable and high-stress situations they encounter. In the following lessons, you will go through the system of how the needed skills can be managed, to handle those situations with a clear calm mind.

You will find here:



3 ready-to-use lesson plans (2 x 90 min.), that follow a practical, step-by-step guide for a teacher.



Innovative teaching methods and techniques:

- open-ended questions for discussion
- online brainstorming tools - Miro, Mindmaster
- sharing ideas - Mentimeters
- peer teaching
- inviting guest speakers (sharing experience) or using relevant video
- group work
- case studies



Ready-to use lesson resources:

- interactive tools: QR codes, Mentimeter, Miro,
- lesson tasks teacher and student instructions
- examples of psychological tests
- useful resources: videos, infographics, handouts etc.



Teaching aids supporting teaching/learning process during the lessons:

- PCs / laptops for each team,
- Internet access,
- projector & screen or interactive whiteboard,
- students' own devices (smartphones with QR code scanners and Internet access).



Key vocabulary

critical thinking, problem solving, situation awareness, adaptability, emotional intelligence, risk assessment

LESSON 1

CRITICAL THINKING

PART 2 LESSON 1



Learning objectives

Students will know, how to analyze complex situations, assessing risks, and make quick and effective decisions is crucial in firefighting.



Follow the steps

1

Introduction

Inform students, that in this lesson, they will learn how to work with their minds in stressful situations and define basic techniques to help them make good decisions in these situations.

2

Study

1. Introduce students to the main topic: Problem-solving; by starting with an open question



10 min.



“What do you think problem solving means?” and ask them to come up with concrete examples of their everyday life

2. Tell them, which abilities can help the firefighter make good decisions – let them brainstorm



20 min.

Use **Mentimeter** or any similar online tool to collect answers and ideas from the students in a real-time

Mentimeter link:
<https://www.mentimeter.com/>



**EXAMPLES OF ABILITIES THAT CAN HELP
FIREFIGHTERS MAKE GOOD DECISIONS**

15 min.

**CRITICAL THINKING**

Critical thinking involves analyzing information objectively, considering multiple perspectives, and making reasoned judgments. Firefighters need to assess situations, identify potential risks, and determine the best course of action.

**PROBLEM-SOLVING SKILLS**

Firefighters encounter a variety of problems, from tackling complex emergencies to addressing equipment malfunctions. Strong problem-solving skills enable them to identify and implement effective solutions under pressure.

**SITUATIONAL AWARENESS**

Situational awareness involves being attuned to the surroundings and understanding the context of the emergency. Firefighters must gather and process information rapidly to assess the evolving situation and make informed decisions.

**DECISION MAKING UNDER PRESSURE**

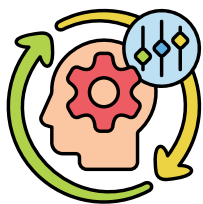
Firefighters often operate in high-stress and time-sensitive environments. The ability to make decisions under pressure is crucial for effective emergency response. Training scenarios that simulate stressful situations can help build this skill.

**COMMUNICATION SKILLS**

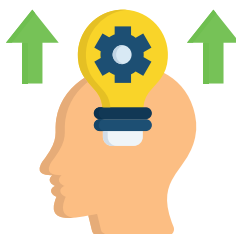
Clear and concise communication is essential for effective decision-making in a team. Firefighters need to convey information accurately, listen to others, and coordinate actions seamlessly during emergency operations.

**TEAMWORK AND COLLABORATION**

Firefighting is a team effort, and the ability to work collaboratively is paramount. Firefighters must communicate, coordinate, and support each other to ensure a cohesive and efficient response to emergencies.

**ADAPTABILITY**

Emergencies can change rapidly, and firefighters must be adaptable to evolving conditions. The ability to adjust strategies and tactics based on new information is critical for successful outcomes.

**TECHNICAL PROFICIENCY**

Firefighters should be proficient in operating and maintaining firefighting equipment and technology. Technical competence enhances their ability to assess situations and make informed decisions regarding the use of tools and resources.

**EMOTIONAL INTELLIGENCE**

Emotional intelligence involves understanding and managing one's emotions and the emotions of others. Firefighters with high emotional intelligence can maintain composure, empathy, and effective communication in emotionally charged situations.

**RISK ASSESSMENT**

Firefighters must assess the risks associated with different courses of action. This involves considering potential consequences, prioritizing safety, and making decisions that minimize risks to both the public and the firefighting team.

**CONTINUOUS LEARNING**

Staying updated on the latest firefighting techniques, equipment, and safety protocols is crucial. Continuous learning ensures that firefighters are well-prepared to make informed decisions in response to evolving challenges.

LESSON 1

CRITICAL THINKING



TIP

Invite a guest speaker who has experience and applied critical thinking in firefighting scenarios. When inviting a guest speaker, consider their ability to not only share experiences but also articulate how critical thinking played a crucial role in their decision-making processes.

A diverse range of experiences, such as urban firefighting, wildland firefighting, incident command, and specialized rescue operations, can provide students with a comprehensive understanding of critical thinking in various firefighting scenarios.

If you can't invite a guest speaker, try listening to podcasts with firefighters. Below you can find some examples:



Top 10 podcasts that
firefighters should
listen to



30 podcasts for
firefighters

In the next part of the lesson let students analyze specific situation from the real life and choose the right decision.

3. Demonstrate the specific situation and discuss the right and wrong decisions.



20min.

LESSON 1

CRITICAL THINKING

SITUATION #1

A firefighter is leading a team to rescue individuals trapped in a burning building. As they enter, the team encounters a fork in the corridor with one path leading to the location of the trapped individuals, while the other path seems to be less affected by the fire.

DECISION 1

Alternatively, if the firefighter hastily chooses the path without assessing the risks properly, they might lead the team into a more dangerous area with intense flames and thick smoke. This decision could result in the team getting trapped or injured, hindering the rescue operation and potentially leading to additional casualties.



DECISION 2

The firefighter assesses the intensity of the fire and the potential hazards in both directions. They prioritize the safety of the trapped individuals and choose the path that seems to have less fire and smoke, ensuring a safer and more efficient route to reach the victims. This decision allows the team to swiftly reach the trapped individuals, leading to a successful rescue operation.



In this scenario, the right decision involves a careful assessment of the risks, prioritizing the safety of both the rescue team and the individuals in need of assistance. By making an informed and calculated decision, the firefighter ensures a safer approach to reach the victims, minimizing the potential hazards and increasing the chances of a successful rescue. On the other hand, a hasty decision without proper evaluation can jeopardize the safety of the team and the individuals they aim to rescue, potentially leading to further complications and endangering lives.



LESSON 1

CRITICAL THINKING

PART 2
LESSON 1



Ask questions to moderate discussion. Here are some useful examples of questions:



15 min.

Question #1: How does critical thinking contribute to effective decision-making during emergencies as a firefighter?

Question #2: What role does critical thinking play in evaluating the effectiveness of firefighting strategies and adjusting approaches as needed?

Question #3: How can critical thinking help you anticipate potential hazards and plan proactive measures to ensure the safety of both the public and your team during firefighting operations?

Question #4: Why is it essential for firefighters to engage in continuous learning and critical thinking to stay updated with the latest firefighting techniques and technologies?

3 Practice



1. Divide students into groups and give them 3 situations and 10 steps that the firefighter should follow. Let them determine the order in which these steps go in sequence (these below are in correct order).



10 min.

SITUATION #1

Rescue
operation in
the vehicle
collision

- 1. Assess the Safety Risks
- 2. Communicate with the Involved Individuals
- 3. Stabilize the Vehicles
- 4. Provide First Aid to Injured Persons
- 5. Remove Obstacles
- 6. Extract Entrapped Individuals
- 7. Coordinate with Medical Personnel
- 8. Secure the Accident Site
- 9. Transport the Injured Safely
- 10. Document the Incident

LESSON 1

CRITICAL THINKING

SITUATION #2

Search and Rescue Operation in Mountainous Terrain

1. Assess the Terrain and Weather Conditions
2. Coordinate with Local Search and Rescue Teams
3. Plan the Search Area and Assign Teams
4. Equip Team Members with Necessary Gear
5. Conduct Systematic Search Patterns
6. Communicate Regularly and Maintain Radio Contact
7. Provide First Aid to Found Individuals:
8. Secure and Evacuate Injured Persons:
9. Provide Emotional Support to Rescued Individuals
10. Debrief and Evaluate the Search Operation

SITUATION #3

Wildfire Management in a Forest Area

1. Evaluate Fire Spread Direction
2. Establish a Fire Break
3. Deploy Fire Retardants
4. Coordinate with Aerial Firefighting Teams
5. Clear Flammable Debris
6. Evacuate Nearby Communities
7. Create Backburns to Control Fire Spread
8. Monitor Weather Conditions
9. Secure Perimeter Control
10. Conduct Post-Fire Rehabilitation

OVERVIEW: These steps provide a foundational framework for students to understand the essential procedures and actions that firefighters must follow during different firefighting situations. By comprehending the sequence of steps in each scenario, students can gain a practical understanding of the complexities and challenges associated with firefighting operations.

2. Try examples of psychological tests with your students in class or to do as after class exercise

LESSON 1

CRITICAL THINKING

ADDITIONAL RESOURCES

Some general recommendations for further reading, research, and online courses related to critical thinking in firefighting:



John Norman, Fire Officer's Handbook of Tactics 5th Edition, Fire engineering books, 2019



Daniel Kaheman, Pułapki myślenia: O myśleniu szybkim i wolnym (Thinking fast and slow), Media Rodzina



Gregory E. Gorbett, James L. Pharr, Fire Dynamics, Pearson; First Edition, August 14, 2010



Learning objectives

Adaptability is a crucial skill for firefighters, given the unpredictable and dynamic nature of emergency response situations. With these lessons show students how to set the right mindset to respond effectively to the ever-changing demands and emergencies.



Step by step approach

1

Introduction

In this lesson, students will learn more about adaptability, a crucial skill for firefighters, given the unpredictable and dynamic nature of emergency response situations.

2

Study

**10 min.**

1. Introduce the students to the main topic: Adaptability; start with an open question:



“What do you think adaptability means?”

Ask students to come up with concrete examples of their everyday life

Use **Mentimeter** or any similar online tool to collect answers and ideas from the students in a real-time

Mentimeter link:
<https://www.mentimeter.com/>



Tell them, how useful can be the adaptability in the context of firefighting and provide students with the top 6 reasons that confirm the importance of adaptability when you want to be a firefighter:



10 min.

6 REASONS WHY ADAPTABILITY IS CRUCIAL

#1

Response
to Changing
Environments

Firefighters often encounter rapidly changing environments, such as shifting weather conditions or unpredictable fire behavior. Being adaptable allows them to modify their strategies and tactics accordingly to ensure effective emergency response.

#2

Handling
Diverse
Situations:

With advancements in firefighting equipment and technology, adaptability is essential for quickly learning and utilizing new tools and techniques. Firefighters must be ready to integrate new technologies into their operations to enhance their effectiveness and safety.

#3

Equipment
and
Technology

With advancements in firefighting equipment and technology, adaptability is essential for quickly learning and utilizing new tools and techniques. Firefighters must be ready to integrate new technologies into their operations to enhance their effectiveness and safety.

#4

Emergency
Decision-
Making

Adaptable firefighters can make rapid and well-informed decisions during emergencies, considering the evolving circumstances and potential risks. They can adjust their plans as needed to ensure the safety of the public, their team, and themselves.

LESSON 2

ADAPTABILITY

PART 2 LESSON 2

#5

**Emotional
Resilience**

Adaptable firefighters can cope with the emotional and psychological challenges that come with emergency response work. They can handle stressful situations and traumatic experiences, demonstrating resilience and maintaining their focus and effectiveness in challenging environments.

#6

**Continuous
Learning**

Adaptability is closely linked to a willingness to learn and improve. Firefighters who prioritize continuous learning and professional development can adapt to new information, procedures, and best practices, ultimately enhancing their overall performance and effectiveness on the job.



TIP

check various crisis scenarios:



3

Practice

1. Facilitating group discussions where students can share their perspectives and strategies for critical thinking encourages peer-to-peer learning of your students. This collaborative approach can foster a richer understanding of the topic.



30 min.



TIP

Use YouTube and play brief shots from real-life crisis like tornados, tsunamis, wildfires and similar.

LESSON 2

ADAPTABILITY

EXERCISE 1



Divide students into two groups when one group invents an imaginary crisis situation and the other determines how to resolve it. Then do it the other way around.

Let the students work!

Discuss everything thoroughly and try to point out the manifestations of the firefighter's adaptability during the intervention.



EXERCISE 2

Develop adaptability in teamwork and enhance problem-solving skills

1. Divide the students into small teams, each representing a search and rescue unit.
2. Set up a simulated rescue scenario in an outdoor or indoor setting, incorporating obstacles and challenging terrain. (Use Youtube videos of real crisis events to set up the environment, paint a picture of any potential hazards they might encounter.)
3. Assign specific roles to each team member, such as team leader, navigator, first aid responder, and communication coordinator, depending on the number of students in the team. Let them decide on what to do.
4. During their work, introduce unexpected changes to the scenario, such as altering the location of the rescue area or introducing additional obstacles that require quick adjustments in the rescue plan.
5. Encourage effective communication and collaboration among team members to adapt to the changing conditions, solve problems, and successfully

LESSON 2

ADAPTABILITY

PART 2 LESSON 2

6. Conduct a debriefing session (see below).

OVERVIEW: Through this collaborative project, young firefighters can develop their teamwork skills, enhance their communication abilities, and learn the value of adaptability in addressing unforeseen challenges during emergency response operations.



TIP

Put chairs in a circle and create environment where everyone can be heard

2. **Integrate reflective exercises** like debriefing sessions where students can analyze and discuss the decision-making processes and teamwork that was done in the hypothetical scenario.

Debriefing is a crucial step for reflection and can help reinforce key concepts and enhance self-awareness. Ask open-ended questions to encourage students to share their thoughts, feelings, and observations during the simulation.



Some questions could include:

Question #1: What challenges did you face during the scenario?

Question #2: What factors influenced your decision-making process?

Question #3: Were there any moments of uncertainty or hesitation?

Question #4: How did your decisions impact the outcome of the scenario?

Question #5: How would you evaluate other people's behaviour during the process, is there anything that stood out to you in particular?

Question #6: Is there anything that you considered wrong and why?

LESSON 3

DECISION MAKING

PART 2 LESSON 3



Learning objectives

Being a good decision-maker is critically important for firefighters for several reasons. It ensures that firefighters can respond effectively to emergencies, protect lives and property, and maintain the trust of the community they serve. In this lesson, students can learn what are the main reasons the ability to make decisions is important.



Step by step approach

1

Introduction

Explain students, that during this lesson they will find out how and why they should think about their decisions in the role of the firefighter.

2

Study



10 min.

1. Introduce the students to the main topic: **Decision making**; start with an open question:



“What do you think decision-making is?”

Ask students to come up with concrete examples of their everyday life

Use **Mentimeter** or any similar online tool to collect answers and ideas from the students in a real-time

Mentimeter link:
<https://www.mentimeter.com/>



LESSON 3

DECISION MAKING

PART 2

LESSON 3

Tell the students them, and how it's connected with the job of a firefighter and introduce the students to the main reasons why they need to know how to take responsibility for their decisions.



35 min.

10 REASONS WHY YOU NEED TO KNOW HOW TO TAKE RESPONSIBILITY FOR YOUR DECISIONS

#1

Safety

The primary objective of firefighting is to protect lives and property. Firefighters often encounter high-risk situations, and their decisions directly impact the safety of the public and their fellow team members. Sound decisions are essential to ensure that everyone involved remains as safe as possible.

#2

**Effective
Emergency
Response**

Firefighters must assess the situation quickly and make decisions to address emergencies efficiently. A delay or an incorrect decision can result in a fire spreading, injuries, or other adverse outcomes. Effective decision-making allows firefighters to respond promptly and appropriately.

#3

**Resource
allocation**

Firefighting often involves managing limited resources such as personnel, equipment, and water supply. Decisions about how and where to allocate these resources can significantly impact the success of firefighting efforts. Making informed choices ensures resources are used optimally.

#4

**Crisis
management**

Firefighters frequently work in rapidly changing and chaotic environments. Good decision-makers can adapt to evolving circumstances, adjust strategies as needed, and maintain control during crises. This is crucial for managing emergency situations effectively.

LESSON 3

DECISION MAKING

#5
Team
Coordination

Firefighting is a team effort, and effective decision-making is essential for coordinating actions among team members. Well-informed decisions help maintain clear communication and coordination, ensuring that everyone works cohesively to achieve common goals.

#6
Risk
reduction

Firefighters often face situations with inherent risks. Good decision-makers are adept at assessing and mitigating these risks. They prioritize safety measures and minimize the chances of accidents or injuries during firefighting operations.

#7
Ethical
considerations

Many firefighting decisions involve ethical considerations, such as whether to enter a burning building to rescue trapped individuals. Ethical decision-making ensures that firefighters prioritize the welfare of those they serve and adhere to professional and moral standards.

#8
Public
trust

The community relies on firefighters to make the right decisions during emergencies. Good decision-making builds and maintains public trust. The public has confidence that firefighters will act competently and responsibly, which is crucial for community support.

#9
Operational
efficiency

Efficient and well-informed decisions lead to better use of resources and a more organized response to emergencies. This enhances the overall efficiency of firefighting operations, which is vital for preventing the escalation of incidents and minimizing property damage.

#10
Accountability

Firefighters are accountable for their decisions and actions. Making good decisions and following established protocols demonstrates responsibility and professionalism. It sets an example for team members and fosters a culture of accountability within the firefighting department.

LESSON 3

DECISION MAKING

PART 2
LESSON 3

OVERVIEW: In summary, good decision-making is fundamental to the success and safety of firefighting operations. Firefighters must continuously hone their decision-making skills through training, experience, and a commitment to excellence in their profession.



3

Practice

Scenarios for training decision making



15 min.



Work in pairs

Provide students with the background and ask them the following questions. Let them work in pairs (or create a quiz to be done individually by each student). You can use Quizlet, Kahoot or Mentimeter.

When working in pairs, you do not need to provide them with the a), b), c) options, let them think of their own answers first. Use the options only if they are lost or if the number of your students is low. After providing them with all 4 decisions to be solved, let each pair to present what they would do in front of the rest of the class.

SCENARIO #1 Structure of Fire Response

Background: You and your team are responding to a call about a fire in a three-story residential building. Upon arrival, you observe smoke billowing from the second-floor windows, and you are informed that there might be residents trapped inside.

LESSON 3

DECISION MAKING

DECISION 1

What is your primary course of action upon arrival?

- a) Immediately enter the building to rescue trapped residents.
- b) Establish communication with the residents to assess the situation.
- c) Conduct a rapid assessment of the fire intensity and structural stability.

Correct answer: c) Conduct a rapid assessment of the fire intensity and structural stability.

DECISION 2

How do you prioritize the search and rescue operation?

- a) Begin the search from the top floor and work your way down.
- b) Locate and assist any residents on the ground floor first.
- c) Coordinate with the team to search systematically, floor by floor.

Correct answer: c) Coordinate with the team to search systematically, floor by floor.

DECISION 3

What is your approach to managing the fire suppression operation?

- a) Immediately initiate an aggressive interior attack.
- b) Establish a water supply and deploy hose lines strategically.
- c) Request additional resources before initiating any fire suppression efforts.

Correct answer: b) Establish a water supply and deploy hose lines strategically.

DECISION 4

How do you ensure the safety of your team during the operation?

- a) Proceed with the operation without establishing communication protocols.
- b) Assign roles and responsibilities to each team member before entering.
- c) Rely solely on individual judgment without coordinating with the team.

Correct answer: b) Assign roles and responsibilities to each team member before entering.

LESSON 3

DECISION MAKING

OVERVIEW: This exercise allows students to engage in critical decision-making processes within a realistic firefighting scenario. By considering the safety of the residents and their team members, assessing the fire situation, and coordinating their response effectively, students can develop their decision-making skills and enhance their preparedness for actual emergencies.

SCENARIO #2 Cardiac Arrest Response

Background: You and your medical response team are dispatched to a location where a bystander has reported a possible cardiac arrest incident. Upon arrival, you find an unconscious individual lying on the ground with no apparent pulse or signs of breathing. Some witnesses saw the person collapse suddenly.

DECISION 1

What is your initial assessment of the situation?

- a) Immediately start performing CPR without assessing the individual's airway.
- b) Call for additional assistance before approaching the individual.
- c) Perform a quick check of the person's responsiveness and breathing.

Correct answer: c) Perform a quick check of the person's responsiveness and breathing.

DECISION 2

How do you proceed with airway management?

- a) Immediately administer mouth-to-mouth resuscitation.
- b) Use an automated external defibrillator (AED) without further assessment.
- c) Open the person's airway using the head-tilt, chin-lift manoeuvre.

Correct answer: c) Open the person's airway using the head-tilt, chin-lift manoeuvre.

LESSON 3

DECISION MAKING

DECISION 3

What is your approach to initiating CPR?

- a) Start chest compressions without considering the presence of an AED.
- b) Perform rescue breaths before initiating chest compressions.
- c) Begin high-quality chest compressions at the appropriate rate and depth.

Correct answer: c) Begin high-quality chest compressions at the appropriate rate and depth

DECISION 4

How do you communicate and coordinate with the rest of the medical response team?

- a) Provide minimal guidance and assistance to other team members.
- b) Assign specific roles and tasks to each team member for a coordinated effort.
- c) Act independently without seeking assistance from the team members.

Correct answer: b) Assign specific roles and tasks to each team member for a coordinated effort.

OVERVIEW: This scenario-based exercise enables students to apply their knowledge of emergency medical procedures and decision-making skills in a simulated cardiac arrest response. By emphasizing the importance of effective communication, accurate assessment, and timely interventions, students can enhance their readiness to manage medical emergencies with precision and confidence.

2. **Integrate reflective exercises** like debriefing sessions where students can analyse and discuss the decision-making processes and teamwork that was done in the hypothetical scenario.

After the scenario, conduct a debriefing session. This is a crucial step for reflection and can help reinforce key concepts and enhance self-awareness. Ask open-ended questions to encourage students to share their thoughts, feelings, and observations during the simulation.

LESSON 3

DECISION MAKING



Some questions could include:

Question #1: What challenges did you face during the scenario?

Question #2: What factors influenced your decision-making process?

Question #3: Were there any moments of uncertainty or hesitation?

Question #4: How did your decisions impact the outcome of the scenario?

Question #5: How would you evaluate other people's behaviour during the process, is there anything that stood out to you in particular?

Question #6: Is there anything that you considered wrong and why?



TIP

Put chairs in a circle and create environment where everyone can be heard

PART 3

INTERPERSONAL SKILLS

WHAT QUALITIES SHOULD A FIRST RESPONDER HAVE AND WHY?



Lesson 1

Active listening

Students will find out, why active listening, empathy, and cultural sensitivity are crucial for firefighters and how to hear people, not only listen.



Lesson 2

Empathy

Students will learn how to analyse situations in which it is good to show empathy and situations in which it is good to be rather subtle.



Lesson 3

Cultural sensitivity

Students will learn how important it is to be able to communicate with everyone, regardless of the culture they come from.

INTRO

From this material, young firefighters can find out, why active listening, empathy, and cultural sensitivity are crucial for firefighters. They often find themselves in high-stress and critical situations, and such situations should not be underestimated.

You will find here:



3 ready-to-use lesson plan (3 x 90 min. - 6 general lessons), that follow a practical, step-by-step guide for a teacher.



Innovative teaching methods and techniques:

- open-ended questions discussion,
- interactive teaching/learning,
- cooperative learning,
- case studies - work in groups
- brainstorming,
- role playing



Ready-to use lesson resources:

- online tools: Mentimeter, interactive tools: QR codes, teaching/learning platforms (online tools - i.e. Mentimeter, Kahoot, Quizlet), links to educational sites, videos;
- lesson tasks - teacher and student instructions.
- presentations, tests, case studies



Teaching aids supporting teaching/learning process during the lessons:

- PC / laptop,
- Internet access,
- projector & screen or interactive whiteboard,
- students' own devices (smartphones with QR code scanners and Internet access).



Key vocabulary

Active listening, Conflict Resolution, Team Collaboration

LESSON 1

ACTIVE LISTENING

PART 3 LESSON 1



Learning objectives

Active listening is a critical communication skill that involves fully concentrating, understanding, responding, and remembering what is being said. It's essential for effective communication, problem-solving, and conflict resolution.

1

Introduction

Welcome students and inform them, that they will find out, how to train and practice active listening, along with some scenarios where it can be particularly useful.

2

Study

1. Introduce the students to the main topic: **Active Listening** start with an open question:



“What do you think active listening means?”



10 min.

Ask students to come up with concrete examples of their everyday life.

Use **Mentimeter** or any similar online tool to collect answers and ideas from the students in a real-time.

Mentimeter link:
<https://www.mentimeter.com/>



LESSON 1

ACTIVE LISTENING

PART 3

LESSON 1

2. To engage students, demonstrate a specific situation during which is active listening used and ask open questions.



20 min

SCENARIO

Imagine a scenario where a firefighter is responding to a residential fire in a densely populated neighborhood. Upon arrival, they encountered a distressed resident who had been evacuated from their home. The resident is visibly anxious and is attempting to communicate crucial information about potentially trapped individuals inside the burning building. In this case, the firefighter can utilize active listening in the following manner:

Question #1: How a firefighter can show the person that he listens (actively) and he can be trusted?

Question #2: How can a firefighter encourage the person to communicate?

Question #3: Should or shouldn't a firefighter share the information about the condition of the building? And how?

3. Summarize activity

Explain why this topic is so important by introducing 3 main cases where active listening is valuable in firefighters' world



15 min.



Conflict resolution

Active listening can help resolve conflicts by allowing each party to express their grievances and feelings, facilitating mutual understanding and finding common ground for a resolution



Team collaboration

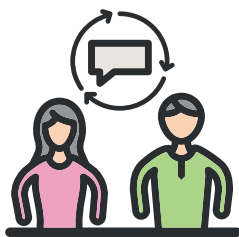
Active listening is valuable in team settings, enabling team members to understand one another's ideas, concerns, and perspectives, fostering a more collaborative and productive work environment.

LESSON 1

ACTIVE LISTENING

PART 3

LESSON 1



Mentoring and Coaching

Active listening is essential for mentors and coaches to understand the needs, goals, and challenges of their mentees, allowing them to provide targeted guidance and support.

OVERVIEW: By incorporating active listening into various aspects of your professional and personal life, you can foster stronger relationships, enhance communication, and demonstrate respect and empathy for others. Practice and consistency are key to mastering this valuable communication skill.



After class activity

To reinforce the messages ask students to watch a Tedx Talk video of firefighter and paramedic Ben Thompson who shares what he learned about helping people while proactively trying to improve the health of citizens in his community.

[You can be hero someone needs](#)
[TedEx Talks. Ben Thompson](#)



LESSON 1

ACTIVE LISTENING

PART 3 LESSON 1



Group work

Divide students in small groups and let them decide how the following steps (connected to active listening) should go in sequence. Each group should explain why they think so.



10-15 min.

Focus on the Resident: The firefighter should maintain eye contact with the resident and position themselves attentively to convey a sense of understanding and support.

Encourage Communication: Using open-ended questions, the firefighter can encourage the resident to share any pertinent details about the location and condition of any individuals who might still be inside the building.

Demonstrate Understanding: Through verbal and nonverbal cues, the firefighter can show that they are comprehending the gravity of the situation and the urgency of the information being conveyed.

Clarify Key Information: The firefighter should summarize the details provided by the resident to ensure that they have a clear understanding of the situation and the specific areas of concern within the building.

Assure and Reassure: Alongside active listening, the firefighter should provide reassurance to the resident, acknowledging their concerns and communicating the steps being taken to address the situation and ensure the safety of any potential victims.



TIP: Print out the steps on paper and cut them out (without the numbering). Or you can use digital tools like [Kahoot!](#) or [Mentimeter](#).

3

Practice

**Group work**

Group activity (5-6 people) - use any of the following scenarios of a crisis situation and assign different roles to each student.

Students should play out the scene and act how they would solve the situation. Allow them to have conversations in their roles and at the end take 10 minutes for debriefing session to analyse who did the right thing, who did the wrong thing, and who did/ did not use active listening during the crisis.

SCENARIO #1**Mass Casualty Incident at a Public Event (scenario for paramedics students)**

A large public event, such as a music festival, is taking place. Suddenly, an unexpected incident occurs, a man starts shooting to the audience resulting in multiple casualties. Emergency services are called, and paramedics are among the first responders arriving at the scene. The situation is chaotic, with injured individuals scattered around, varying in severity. Limited information is available about the cause of the incident.

Roles of the students**TEAM LEADER**

Responsible for overall coordination and communication within the group. Prioritizes tasks, assigns roles to team members, and ensures a systematic approach to patient care.

PRIMARY ASSESSOR

Conducts initial assessments of patients to determine the severity of injuries. Prioritizes patients based on the severity of their condition and the resources available.

LESSON 1

ACTIVE LISTENING

VICTIM 1



A person who is not directly shot but was in direct proximity when the attack happened and saw everything. Very confused, in panic, hard to calm down.

VICTIM 2



A person who is heavily shot but still conscious. Very confused, in pain, screaming, quickly bleeding out.

TRIAGE OFFICER



Conducts triage to categorize patients into different levels of urgency. Coordinates with the primary assessor to ensure proper categorization and allocation of resources.

RESOURCE COORDINATOR



Manages the allocation of medical resources, such as supplies and equipment. Coordinates with other medical teams and ensures a steady supply of resources as needed.

Possible follow-up or additional challenges for the students to deal with:

- A. The situation evolves, with additional challenges such as changing weather conditions, a growing crowd, and potential secondary incidents.
- B. Limited medical supplies and equipment are available, requiring effective resource management.
- C. The paramedic team faces difficulties in communicating with each other due to noise, distance, and the need for quick decision-making.

LESSON 1

ACTIVE LISTENING

PART 3 LESSON 1

Debriefing session

After the simulation, the students engage in a debriefing session to analyse their performance. Key points for discussion include:

- **Decision-Making:** Evaluate the effectiveness of the team leader's decisions and whether they were appropriate for the evolving situation.
- **Task Prioritization:** Assess how well the team prioritized tasks, especially in terms of patient care, resource allocation, and communication.
- **Role-Specific Performance:** Each student reflects on their role, discussing what they did well and identifying areas for improvement.
- **Active Listening:** Evaluate instances of active listening within the team, emphasizing the importance of clear communication in a crisis.
- **Adaptability:** Discuss how well the team adapted to changing circumstances and whether adjustments were made based on new information.

By structuring the scenario and subsequent analysis, paramedic students can gain valuable insights into crisis management, teamwork, and the importance of effective communication in emergency situations.

SCENARIO #2

Urban Structure Fire with Multiple Casualties (scenario for firefighters' students)

Description: A fire has broken out in a multi-story building in an urban area. The building is known to house residential apartments with older tenants and commercial spaces. There are reports of multiple people trapped inside, and emergency services, including firefighting students, are responding to the incident.

Roles for Firefighting Students (in groups of 5-6 people):

LESSON 1

ACTIVE LISTENING

INCIDENT COMMANDER



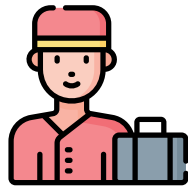
Responsible for overall command and coordination of firefighting efforts. Makes strategic decisions regarding resource allocation and firefighting tactics.

HOSE TEAM LEADER



Manages the deployment and operation of hose lines for fire suppression. Coordinates with the Incident Commander and other teams to control the fire.

EMERGENCY MEDICAL TECHNICIAN



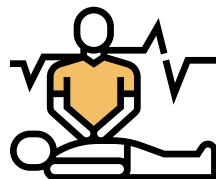
Provides medical assistance to individuals rescued from the building. Coordinates with the Search and Rescue Team Leader to prioritize medical care for casualties.

COMMUNICATION OFFICER



Manages radio communications between different teams, the incident commander, and external agencies. Ensures accurate and timely information exchange.

SEARCH AND RESCUE TEAM LEADER



Coordinates the search and rescue operations inside the building. Assigns tasks to team members and ensures the safe extraction of trapped individuals.

VICTIM



A person who is trapped in the building in a direct proximity to the fire. Very confused, in panic, hard to calm down, screaming.

Possible follow-up or additional challenges for the students to deal with:

- A. The fire is spreading rapidly, creating a dynamic and challenging environment.
- B. The building layout includes obstacles such as collapsed structures and blocked pathways.
- C. Some victims may require immediate medical attention, adding complexity to the rescue operation.
- D. Firefighting teams have limited resources, including water supply and medical supplies.
- E. The incident involves high noise levels, making clear communication and coordination crucial for success.

Debriefing session

After the simulation, the students engage in a debriefing session to analyse their performance. Key points for discussion include:

- **Decision-Making:** Evaluate the effectiveness of the Incident Commander's decisions in managing the firefighting operation.
- **Coordination and Communication:** Assess how well teams communicated and coordinated their efforts, particularly between the search and rescue, hose, and medical teams.
- **Task Execution:** Review individual roles and responsibilities to identify effective task execution and areas for improvement.
- **Resource Management:** Discuss how well resources were managed, including water supply, medical equipment, and personnel.
- **Active Listening:** Identify instances of active listening and effective communication, emphasizing their importance in a high-stakes crisis.

This structured scenario and analysis provide firefighting students with a realistic and dynamic experience, promoting critical thinking, teamwork, and effective crisis management skills.

LESSON 2

EMPATHY

PART 3

LESSON 2



Learning objectives

Students will learn that empathy towards those in distress or affected by emergencies is crucial for establishing trust and providing emotional support to individuals in crisis situations.

1

Introduction



10 min.

1. Welcome students and inform them, that today they will analyze situations in which it is good to show empathy and situations in which it is good to be rather subtle.

Students will decide in which situations it is good to be empathic and open and in which it is better to be more discreet and less likely to show emotions.



TIP: a VIDEO with the story of Mark Bezos - a volunteer firefighter: can be used on the start of the lesson before the discussion

Mark Bezos: A life lesson from a volunteer firefighter



2

Study



15 min.

2. Tell students, why is this topic so important to discuss. Provide students with the top 5 reasons why is the empathy crucial quality for firefighters.

**ENHANCED
COMMUNICATION**

Empathy enables firefighters to communicate more effectively with individuals in distress or crisis situations. By understanding and sharing the emotions of those affected, firefighters can establish a deeper connection and provide more meaningful support and reassurance.

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IMPROVED DECISION MAKING

Empathetic firefighters are better equipped to make informed and considerate decisions during emergencies. By empathizing with the challenges and emotions of those involved, they can assess situations from a more holistic perspective, leading to more compassionate and effective responses.

BUILDING TRUST

Empathy helps in building trust within the community. When firefighters demonstrate empathy, they create a sense of understanding and compassion, fostering stronger relationships with the public and establishing themselves as reliable and caring members of the community.

EFFECTIVE CRISIS MANAGEMENT

Understanding the emotional needs and reactions of individuals in crises allows firefighters to manage emergencies more efficiently. By addressing not only the physical but also the emotional well-being of those affected, they can contribute to a more comprehensive and holistic approach to crisis management.

SUPPORTING MENTAL WELLBEING

In addition to physical safety, firefighters with empathy can provide crucial emotional support to individuals experiencing trauma or loss. By demonstrating understanding and compassion, they can help alleviate the emotional impact of emergencies and promote the mental well-being of those affected.

3. Ask questions to try to develop discussion



20 min.

Divide students in 3 groups, each will be assigned one topic. Let them discuss their opinions for 10 minutes and then present to the rest of the class what they agreed upon.

Q1: How does empathy contribute to the effectiveness of firefighting operations? Give me an example of an exact situation.

Q2: In what ways does empathy contribute to building trust and rapport within the community for firefighters?

Q3: How can empathy contribute to the overall well-being of individuals affected by traumatic events during firefighting emergencies?

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3

Practice



35 min.



Group activity

1. Introduce 3 specific situations and let students decide about the right behaviour in such situations.

Here are three specific situations in which firefighters can utilize empathy, along with three options for how to behave in each scenario, along with the correct response marked:

SCENARIO #1

Comforting a victim's family member at the scene of a fire:

Option A: Offer a blanket statement of condolences and walk away to attend to other tasks.

Option B: Listen attentively to the family member's concerns and provide reassurance, acknowledging their emotions and offering any available support.

Option C: Ignore the family member's distress and focus solely on the firefighting operations.



B

The correct option is B: Listen attentively to the family member's concerns and provide reassurance, acknowledging their emotions and offering any available support.

SCENARIO #2

Comforting a victim's family member at the scene of a fire:

Option A: Maintain a serious and distant demeanour to avoid causing further distress to the child.

Option B: Engage the child in a friendly and compassionate manner, offering words of comfort and reassurance while ensuring their safety.

Option C: Disregard the child's emotional state and prioritize the completion of firefighting duties.



B

The correct option is B: Engage the child in a friendly and compassionate manner, offering words of comfort and reassurance while ensuring their safety.

LESSON 2

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SCENARIO #3

Communicating with a distressed individual during a rescue operation:

Option A: Provide brief and impersonal instructions, focusing solely on the technical aspects of the rescue.

Option B: Show empathy by acknowledging the individual's emotions, maintaining a calm demeanor, and reassuring them while carrying out the rescue operation.

Option C: Disregard the individual's emotional state and prioritize the completion of the rescue operation.



B

The correct option is B: Show empathy by acknowledging the individual's emotions, maintaining a calm demeanour, and reassuring them while carrying out the rescue operation.

OVERVIEW

In each of these scenarios, demonstrating empathy by acknowledging and addressing the emotional needs of those affected is crucial in building trust, providing support, and ensuring the well-being of individuals during and after firefighting operations.



2. Go with the students through a short quiz with questions with possibilities, and try to prepare your group for a real psycho-test which is necessary when you want to be a firefighter.

QUESTION 1. How do you typically manage stress in high-pressure situations?

- A) By panicking and acting impulsively.
- B) By relying on my training and experience to stay focused.
- C) By ignoring the situation and hoping it resolves itself.



B

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QUESTION 2. Describe a challenging situation you faced that tested your emotional resilience. How did you handle it?

- A) I broke down and couldn't handle the situation.
- B) I sought professional support and debriefed with colleagues.
- C) I ignored the emotional impact and continued working.



QUESTION 3. How do you cope with traumatic experiences, such as witnessing severe injuries or fatalities?

- A) By suppressing my emotions and avoiding discussing the event.
- B) By seeking professional support and discussing the experience with colleagues.
- C) By pretending the event did not have any impact on me.



QUESTION 4. Describe a time when you had to make a quick decision under pressure. How did you handle it, and what was the outcome?

- A) I hesitated and let others take control of the situation.
- B) I swiftly assessed the situation and communicated effectively with my team.
- C) I made a rash decision without considering the consequences



QUESTION 5. How do you manage your work-life balance, considering the demanding and unpredictable nature of firefighting duties?

- A) By prioritizing work over personal life.
- B) By maintaining strong connections with family and engaging in rejuvenating activities.
- C) By ignoring personal relationships and solely focusing on work.



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QUESTION 6. What motivates you to continue serving as a firefighter, despite the inherent risks and challenges involved?

- A) I am motivated by the excitement of risky situations.
- B) I do it solely for the financial benefits.
- C) The opportunity to make a meaningful impact in my community.



QUESTION 7. How do you handle conflicts within a team environment, especially during high-stress situations?

- A) By ignoring conflicts and avoiding confrontation.
- B) By prioritizing effective communication and active listening.
- C) By imposing my decisions on the team without discussion.



QUESTION 8. How do you adapt to sudden changes in firefighting strategies or protocols?

- A) By refusing to accept any changes.
- B) By relying solely on my existing knowledge and techniques.
- C) By staying updated with the latest firefighting techniques and protocols.



QUESTION 9. Describe a time when you had to handle a situation that challenged your physical and mental endurance simultaneously.

- A) I gave up and waited for someone else to take over.
- B) I paced myself, stayed hydrated, and maintained a positive mindset.
- C) I ignored the physical strain and focused solely on the mental aspects.



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QUESTION 10. How do you manage the fear or apprehension associated with entering dangerous or hazardous environments during firefighting operations?

- A) By rushing into the environment without proper equipment.
- B) By avoiding dangerous environments completely.
- C) By relying on my comprehensive training and following established safety protocols.



C

[Download test for editing and printing or use interactive tools like Quizlet](#)



[or use QR code to create online quiz with Quizlet](#)





Learning objectives

Cultural sensitivity is a crucial aspect for firefighters, as they often interact with diverse communities and individuals from various cultural backgrounds. In this lesson, students can learn why firefighters should be mindful of regarding cultural sensitivity.

1

Introduction

Welcome students and tell them that today they will learn how important the ability to communicate with everyone regardless of the culture they come from is.

2

Study

1. Introduce the students to the main topic: **Cultural sensitivity** by starting with an open question:



10 min.



“What do you think cultural sensitivity?”

Ask students to come up with concrete examples of their everyday life.

Use **Mentimeter** or any similar online tool to collect answers and ideas from the students in a real-time

Mentimeter link:
<https://www.mentimeter.com/>



LESSON 3

CULTURAL SENSITIVITY

PART 3

LESSON 3

2. Tell students, why is this topic so important to discuss, provide them with the points that refer to the situations in which can firefighters use their mindfulness regarding cultural sensitivity.



25 min.

Use a video to introduce the topic, follow-up on it and let students discuss what they heard.

How diversity in Fire and Rescue will build a safer society | Bronnie Mackintosh



3. Introduce students 8 good practices regarding different cultures



35 min.

LANGUAGE
COMMUNICATION

Being aware of language barriers and ensuring effective communication with individuals who might not speak the local language fluently. This includes using clear and simple language during emergency situations.

CULTURAL
PRACTICES
AND BIELIEFS

Respecting and understanding cultural practices, beliefs, and customs within the community they serve. This includes being mindful of religious practices that might impact emergency response or rescue procedures.

COMMUNITY
ENGAGEMENT

Actively engaging with the local community to understand its unique cultural dynamics and build trust. This can help create a positive relationship and ensure that the firefighting services provided are culturally appropriate and sensitive.

LESSON 3

CULTURAL SENSITIVITY

CULTURAL SENSITIVITY TRANINGS

Participating in cultural sensitivity training programs to develop a deeper understanding of different cultural norms, values, and traditions. This can enhance a firefighter's ability to respond to emergencies in a culturally competent and respectful manner.

SENSITIVITY TO DIVERSITY

Acknowledging and respecting the diversity within the community, including differences in ethnicity, race, religion, and socio-economic backgrounds. This awareness can help firefighters provide inclusive and equitable services to all individuals in the community.

CULTURAL SIGNIFICANCE OF PROPERTY

Recognizing the cultural significance of properties within the community, such as historical landmarks, religious buildings, or culturally important sites. Firefighters should aim to preserve these spaces to the best of their ability during emergency situations

CUSTOMIZED EMERGENCY RESPONSE

Developing emergency response plans that consider the specific needs and cultural preferences of the community. This might include accommodating dietary requirements during temporary accommodation or considering cultural sensitivities during evacuations.

RESPECT FOR TRADITION

Acknowledging and respecting the diversity within the community, including differences in ethnicity, race, religion, Showing respect for cultural traditions and practices, especially during sensitive times or events within the community. This can foster trust and collaboration between the firefighting department and the community.

OVERVIEW: Cultural sensitivity is particularly important during emergencies and disaster situations when people might be more vulnerable and in need of assistance. By being culturally sensitive, firefighters can ensure that their services are provided in a manner that respects and acknowledges the unique cultural identities and needs of the community. This approach helps in building stronger community relationships and enhancing the overall effectiveness of the firefighting department's efforts.

LESSON 3

CULTURAL SENSITIVITY

PART 3 LESSON 3

Useful materials



30 tips of what it means to be culturally sensitive



Use online brainstorming tools like Miro or Mindmaster for students to come up with the abilities and write them in real time.



3

Practice



10 min.

First let students remember the 8 good practices regarding different cultures and what they mean in practice.

Engage students to come up with more examples of cultural sensitivity from real-life.

Then divide students into groups and have them answer the following questions. Go through the correct answers all together.

Download test for editing and printing or use interactive tools like Quizlet



Download presentation to check answers with students



OVERVIEW: In all these situations, displaying cultural sensitivity and understanding is essential for effective communication, community engagement, and the successful execution of firefighting duties within diverse and multicultural communities

ABOUT US



READY
CRISIS

Authors:



Editor-in-chief,
graphic edition:



You have read **Chapter 6 SOFT SKILLS IN THE FIRE AND EMERGENCY SERVICES** of the **Inspirational Educational Guidelines for VET teachers & educators**. This material has been developed by the Ready4Crisis project team.

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