**STATE OF NEW JERSEY  
DEPARTMENT OF COMMUNITY AFFAIRS**

**DIVISION OF FIRE SAFETY**

**FIRE INSPECTOR CERTIFICATION COURSE**



**Module 19**

**Terrorism Indicators**

*in cooperation with*

**Kean University Fire Safety Training Program**



**Time:** 3 to 6 hours Instructor Discretion

**Teaching/Learning Level:** *Cognitive- knowledge, comprehension.*

## Learning/Teaching Aids:

* Syllabus
* Board/easel pad
* Chalk/markers
* PC/laptop
* Projection unit
* Projection screen
* Power Point presentation
* New Jersey Uniform Fire Code NJAC 5:70-1 et seq.
* NJ UCC Adopted code
* Student Manual

**Behaviors to Foster**

Encourage students to listen carefully, take notes and to actively participate by asking questions and offering experiences that will foster discussion during lectures. It is imperative that they absorb and retain as much information as possible to assist them in remaining current on the UFC and related issues.

**Tasks:**

Reviewing the current 'Fire Code Update' presentation to provide students with current code application knowledge.

**Given in a classroom setting:**

* Power Point presentation

Note: Instructor may accept completion certificates from CBRNE Awareness and Operations as equivalent base material. In this case an abridge review of Module 19 is acceptable.

**Standards:**

* N NJAC 5:70-1 et seq.
* NJAC 5:23-1 et seq.

**Prerequisite Knowledge:** None

**Prerequisite Skills:** Ability to listen effectively; follows directions; take notes; and retain knowledge.

## Resources/References:

* New Jersey CBRNE Awareness and/or Operations.
* New Jersey Hazardous Materials = Optional
* PowerPoint presentation – Terrorism Awareness for FI and FO.

## Attention: (Call to Order)

**Motivation: (State Need to Know)**

(A reminder to instructors; it is best if the instructor uses an example from a recent or current event that is pertinent to the lesson. In this case you can inform the student that the codes are continually changing and that fire inspectors must stay abreast of these changes to perform their duties effectively.)

## Student Performance Objective (SPO):

* SPO-1 The student will have an understanding of Terrorism indicators
* SPO-2 The student will have an understanding of methods to remove themselves from this situation

## Enabling Objectives (EO):

* EO 1-1-1 Working from the Power Point presentation the instructor will review the material.
* EO 1-1-2 Working from the Power Point presentation the instructor will review issues on a state or national level that could impact the Inspector.

## Overview/Main Points:

* Fire inspectors may be the first to discover potential terrorism and must be prepared to recognize and preserve self prior to notifying police if possible

## Initial Instructions:

Prior to this lesson the instructor shall have reviewed the lesson plan for this module, the PowerPoint presentation with notes, reference materials and the student handouts to refresh the instructor’s knowledge on this topic.

## Opener: Call to order; start with a motivator (need to know) related to objectives and the lesson; state objectives and main points.

## Summary:

Summarize the material covered in this lesson. At the end of the Summary/Evaluation remind the students of the next class date/time and the homework that must be completed to successfully participate in class and comprehend the material provided during the next lesson.

## Overview/Main Points:

* Fire inspectors must continually learn new regulations to properly perform their duties. Completion of this program is the start of the journey, not the end.
* The fire inspector must have an understanding of related fire safety issues that may affect them in the performance of their duties.

## EVALUATION

**Oral Review:** Utilizing the SPOs and Main Points, orally assess the students’ comprehension of the material provided during this lesson.

**Other Evaluation:** *(If there are assigned quizzes for this lesson, state that fact here.)*

Instructors may use course quizzes, or create and use lesson quizzes and other learning reinforcements. Quizzes are diagnostic and may be given as in-class group assignments to generate discussion or as home assignments and used as review prior to starting the next session.

**HOMEWORK**

# Readings

* none

# Assignments

* none

**APPENDIX**

# LEVEL OF INSTRUCTION

|  |  |
| --- | --- |
| **Cognitive**   1. Knowledge 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Evaluation | **Psychomotor**   1. Perception 2. Set 3. Guided Response. 4. Mechanism 5. Complex Overt Response 6. Adaptation 7. Origination |

### DESCRIPTIONS

**Cognitive:**

1. Knowledge: remembers, recalls; the lowest learning level. Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.
2. Comprehension: grasps meaning, interprets material, estimates future trends; the lowest level of understanding. Converts, defends, gives examples, distinguishes, estimates, explains, extends, generalizes, infers, paraphrases, predicts, rewrites, summarizes.
3. Application: uses material in new and concrete situations, applies rules, methods, concepts, principles, laws, and theories; requires higher understanding level. Changes, computes, demonstrate, solve, discover, manipulate, modify, operate, predict, prepare, uses, produces, relates.
4. Analysis: breaks material into components to understand structural organizational; higher intellectual level than comprehension and application requiring understanding of both structure and content. Breaks down, diagrams, differentiates, infers, discriminates, relates, distinguishes, identifies, illustrates, outlines, points out, selects, separates, subdivides.
5. Synthesis: able to put parts together to form a new whole, stresses creative behaviors, emphasizes forming new patterns or structures. Categorizes, combines, complies, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, relates, revises, reconstructs, reorganizes, writes/rewrites, summarizes, tells.
6. Evaluation: able to judge value of material for a given purpose based on definite criteria. Highest in cognitive hierarchy as this contains elements of all other categories plus conscious value judgments based on clearly defined criteria. Appraises, compares, concludes, relates, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, summarizes, supports.

**Psychomotor:**

1. Perception: uses organs or sense to obtain cues to guide motor activity. Chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects, separates
2. Set: readiness to take a particular type of action; includes mental, physical or emotional set. Begins, displays, explains, moves, shows, proceeds, reacts, responds, starts, volunteers.
3. Guided Response: early stages in learning a complex skill; includes imitation, trial and error. Assembles, builds, calibrates, displays, constructs, dismantles, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches, works.
4. Mechanism: performs acts where learned responses have become habitual and moves with confidence and proficiency; same as guided response.
5. Complex Overt Response: skillful motor performance of complex movement. Performs proficiently, quickly, smoothly, accurately with minimum energy, without hesitation. Same as guided response.
6. Adaptation: skills are so well developed that movement patterns can be modified to fit special requirements or meet problem situations. Adapts, alters, changes, rearranges, reorganizes, revises, varies.
7. Origination: creates new movement patterns to fit a unique situation or problem. Emphasizes creativity based on highly developed skills. Arranges, combines, composes, constructs, designs, originates