



FEMA



National Fire Academy

R0826 – Presenting Effective Public Education Programs

Version: 2nd Edition, 8th Printing, May 2015

Quarter:

ACE Credit: In the lower division baccalaureate/associate or upper division baccalaureate degree category, two semester hours in fire administration, fire technology, or educational methods.

IACET Continuing Education Units: 4.0

Length of Course: 6 Days (43 contact hours, Sunday - Friday)

Prerequisite: Yes

Curriculum: Fire Prevention: Public Education

Training Specialist: Mary Marchone

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0826 – *Presenting Effective Public Education Programs*. This six-day course provides fundamental knowledge, skills and abilities to deliver fire and life safety educational programs in the community. This six-day course is designed for public educators who have less than two years of public education work and whose current responsibilities are delivering public education programs. The course takes the viewpoint that public educators at this level do not develop their own programs but are using or modifying existing educational programs. A complete view of a new public safety educator’s responsibilities is presented with emphasis on presentation skills. The course emphasizes a community-based concept in developing and delivering educational programs. Students learn to make the best use of their community to

support their program efforts effectively. Students are evaluated through performance on 10- to 15-minute presentations, home community exercises in class, and a final examination.

Student Qualifications (Primary and Secondary Audience)

- Students must have current responsibility for delivering community safety education programs in their community.
- Students first will be admitted without previous public education experience, or up to a maximum of two years of public safety education experience. Those students who are currently delivering public education programs and have more than two years of experience will be admitted on a space-available basis.

Course Scope (Goal)

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Given an organizational mission statement and knowledge of the organization's fire and life safety education programs, the students will be able to determine if the education programs support the mission statement.
- Given a target audience, an identified fire or life safety problem, an outcome objective, and community information, the students will be able to:
 1. Identify the pertinent characteristics of the fire or life safety problem required for planning and delivering a prevention education presentation.
 2. Identify the pertinent characteristics of the target audience required for planning and delivering a prevention education presentation.
- The students will be able to collaborate effectively, in groups and individually, to enhance the development and delivery of fire and life safety education in their communities.
- Using the problem in their community and identifying a target audience, the students will be able to select the safety behavior to be taught, and the appropriate presentation that best addresses their project.
- Given a fire or life safety problem and target audience from their own community, and a resource inventory, the students will be able to:
 1. Identify the elements of the presentation to evaluate.
 2. Select the appropriate evaluation method for the presentation.
 3. Identify two local resources for assistance in developing an evaluation instrument and interpreting the results.
- The students will be able to demonstrate an understanding of instructional techniques, principles of learning, basics of public fire prevention and life safety education, and assessment and evaluation by preparing and evaluating a 10-minute presentation on a fire and/or life safety topic to a predetermined audience.

- The students will be able to demonstrate an understanding of changing demographics and how these changes affect public fire and life safety educators.
- The students will be able to present an overview of the fire and life safety programs used in their communities.
- The student will be able to:
 1. Understand the concept of the Safety Village, the various stages of development, and problems encountered in similar projects throughout the Nation.
 2. Understand the importance of community and internal collaboration in the concept.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#). This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this 10-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
AM	Unit 1: Life Safety Education and the Public Educator	Unit 2: Analysis Milestone Activity 2	Unit 4: Educational Principles: Choosing the Best Fire and Life Safety Program	Unit 6: Effective Instruction and Presentation Techniques	Unit 6: (cont'd) Milestone Activity 7	Unit 7: Expanding Understanding of Diversity Unit 8: Show and Tell
PM		Unit 3: Networking	Unit 5: Evaluation			Unit 9: The Village Concept (For On-Campus Delivery Only)
EVENING	Read Units 1, 2, and 3 Milestone Activity 1 Activity 3.1	Read Units 4, 5, and 6 Milestone Activities 3 and 4	Unit 5: (cont'd) Milestone Activity 5	Study for Test Prepare for Presentation Milestone Activity 6		

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

A minimum final grade of at least 70 percent is required to pass this course.

Numerical Score	Letter Grade
100-90	A
89-80	B
79-70	C
69 or below	F

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

Course Outline

Unit 1: Life Safety Education and the Public Educator (Day 1)

Objectives

Terminal Objective

Given an organizational mission statement and knowledge of the organization's fire and life safety education programs, the students will be able to determine if the education programs support the mission statement.

Enabling Objectives

The students will:

1. Given the definition of public fire and life safety education, develop a list of skills, knowledge, and attitudes essential for success as a public educator for fire and life safety programs.
2. After taking part in a discussion on personal growth and development for the professional fire and life safety educator, discuss the following items and describe their relevance to personal growth and development:
 - a. Cultural trends.
 - b. Changes in the field of fire/injury prevention education.
 - c. Career path/Career growth opportunities in the fire department.
3. Given case studies, identify the common elements found in successful fire and life safety public education programs.
4. Given an organizational mission statement, develop a brief statement identifying at least three reasons for conducting a fire or life safety education program.
5. Given definitions of types of programs, accurately complete the program category checklist.

6. Given definitions of public education programs, public information programs, and public affairs activities, accurately complete the program category checklist.
7. After taking part in a discussion on the future of public fire and life safety education, participate in the building of a model of “Public Ed of the Future.”

Unit 2: Analysis (Day 2)

Objectives

Terminal Objectives

Given a target audience, an identified fire or life safety problem, an outcome objective, and community information, the students will be able to:

1. Identify the pertinent characteristics of the fire or life safety problem required for planning and delivering a prevention education presentation.
2. Identify the pertinent characteristics of the target audience required for planning and delivering a prevention education presentation.

Enabling Objectives

The students will:

1. Summarize the effects of each of the following social, cultural, and economic factors on the design and delivery of fire and life safety education programs:
 - a. Community history.
 - b. Educational level.
 - c. Family structure.
 - d. Cultural heritage.
 - e. Religion.
 - f. Age/Developmental stage.
 - g. Income.
 - h. Language.
 - i. Physical/Mental challenges.
 - j. Group values.
2. Given a fire or life safety education scenario, fire or injury problem, target audience, and a Presentation Analysis Worksheet:
 - a. Identify the characteristics of the fire or injury problem and the target audience.
 - b. Explain the effect of the characteristics on the design, planning, and delivery of a prevention education presentation.

3. Given a fire or life safety education scenario, a fire or injury problem, and a target audience, determine at least four elements of information on the fire or injury problem and the target audience required to prepare and deliver an educational presentation.
4. Given information on a community's fire and injury problem, prioritize the problems to be targeted by a fire or life safety education program into high, moderate, or minimal priorities.

Unit 3: Networking (Day 2)

Objectives

Terminal Objective

The students will be able to collaborate effectively, in groups and individually, to enhance the development and delivery of fire and life safety education in their communities.

Enabling Objectives

The students will:

1. State three reasons why networking with others in the public education field would be of benefit.
2. List at least three specific goals of a public education program they may work on.
3. Create a list of organizations in their communities that they perceive to have similar public education goals and interests as their own organizations.
4. Identify at least four benefits of working with representatives from organizations that share similar public education goals.
5. Identify potential barriers to working with representatives of other organizations and develop strategies to minimize them.
6. Demonstrate the ability to listen actively and to participate positively in a coalition activity.

Unit 4: Educational Principles: Choosing the Best Fire and Life Safety Program (Day 3)

Objectives

Terminal Objective

Using the problem in their community and identifying a target audience, the students will be able to select the safety behavior to be taught, and the appropriate presentation that best addresses their project.

Enabling Objectives

The students will:

1. Understand what learning is by correctly recalling all items of a list of words in order, after acting out a story about the words. They will then process the activity and pull out information on the learner and the learning process.
2. Develop a scenario of an effective learning environment after completing a worksheet on a past learning experience.
3. After viewing five video segments, show understanding of characteristics of development of learning by discussing how the developmental stage affects the safety behavior taught for a particular target audience.
4. Demonstrate their understanding of the qualities of a successful program by correctly using a checklist for successful programs after dissecting a sample program.
5. Demonstrate the application of educational principles to a specific successful program by correctly identifying the target audience, characteristics of development, and key safety behavior taught.
6. List at least three areas of concern when adapting programs.

Unit 5: Evaluation (Day 3)

Objectives

Terminal Objectives

Given a fire or life safety problem and target audience from their own community, and a resource inventory, the students will be able to:

1. Identify the elements of the presentation to evaluate.
2. Select the appropriate evaluation method for the presentation.
3. Identify two local resources for assistance in developing an evaluation instrument and interpreting the results.

Enabling Objectives

The students will:

1. Explain three benefits and two limitations of presentation evaluation.

2. Explain the purpose, one benefit, and one limitation of the following evaluation methods:
 - a. pretest/posttest;
 - b. skill test;
 - c. survey; and
 - d. loss/injury statistics.
3. Given a set of evaluation results from before and after an educational presentation:
 - a. determine the educational gain or loss between the pretest and posttest;
 - b. determine any patterns or discrepancies in test results; and
 - c. develop a conclusion based on the scores.
4. Summarize the following sequential events, which occur following a successful fire or life safety education presentation:
 - a. knowledge gain;
 - b. behavior change;
 - c. environmental change; and
 - d. end impact.
5. Explain two different methods for measuring each of the following events:
 - a. knowledge gain;
 - b. behavior change; and
 - c. environmental change.
6. Given a summary of a fire or life safety education presentation and presentation results, correctly determine which of the following events occurred following the presentation:
 - a. knowledge gain;
 - b. behavior change; and
 - c. environmental change.
7. Correctly explain the proper methods for administering the following types of evaluation instruments:
 - a. pretest/posttest;
 - b. skills test; and
 - c. survey.

Unit 6: Effective Instruction and Presentation Techniques (Day 4)

Objectives

Terminal Objective

The students will be able to demonstrate an understanding of instructional techniques, principles of learning, basics of public fire prevention and life safety education, and assessment and evaluation by preparing and evaluating a 10-minute presentation on a fire and/or life safety topic to a predetermined audience.

Enabling Objectives

The students will:

1. Given no previous conditions, brainstorm and list ten greatest personal fears and perceived rewards attached to public speaking.
2. Individually, after an activity listing fears and rewards attached to public speaking, identify their own major fears and perceived rewards regarding public speaking.
3. Given brief directions, small groups will decide upon a definition for communication, and list at least ten factors that affect communication.
4. Recognize instructor characteristics and instructional techniques by identifying the most effective instructor they can remember, and list four key characteristics of that instructor and three methods that instructor used. Then select listed features that relate to instructor credibility.
5. Given a list of instructor traits, develop an instructor evaluation form that evaluates the desired traits.
6. Given modules on audience assessment, principles of learning, communication and instructional techniques, and a checklist of instructional techniques, observe actual instruction on videotape and identify and describe instructional techniques presented in the video.
7. Given a description of an audience, geographical target area, and information that may be significant to a presentation being requested, list ten planning considerations that should be attended to prior to the delivery of a program or class.
8. Prior to a presentation on cultural diversity, but given units on assessment and learning principles, in small groups, define the terms ethnicity, culture, race, and nationality.
9. Given a presentation on cultural diversity and two exercises related to that topic, in small groups, share the moment when they first became aware of their own cultural, gender, or ethnic uniqueness, and how.

10. Given modules on assessment, principles of learning, and a lecture on instructional techniques and communication, in small groups, develop lists of special concerns related to disabled persons that might affect an instructional presentation, and list ten possible instructional actions to best serve the needs of the physically or mentally disabled individual.

Unit 7: Expanding Understanding of Diversity (Day 6)

Objectives

Terminal Objective

The students will be able to demonstrate an understanding of changing demographics and how these changes affect public fire and life safety educators.

Enabling Objectives

The students will:

1. Identify key characteristics of diverse audiences that may affect learning.
2. Participate in discussion based on census data that show the changing national profile.
3. Through the use of the classroom computers, identify community or regional demographic profiles.
4. Using CultureGrams, discuss how to reach certain audiences in a culturally sensitive manner.

Unit 8: Show and Tell (Day 6)

Objectives

Terminal Objective

The students will be able to present an overview of the fire and life safety programs used in their communities.

Enabling Objectives

Given an outline to complete and present to the instructor, the students will:

1. Present a 7-minute overview of a program used in their community.
2. Answer questions from classmates concerning the use of the program.

Unit 9: The Village Concept (Day 6)

Objectives

Terminal Objectives

The student will be able to:

1. Understand the concept of the Safety Village, the various stages of development, and problems encountered in similar projects throughout the Nation.
2. Understand the importance of community and internal collaboration in the concept.

Enabling Objectives

Given a list of Web sites, the students will:

1. Identify Safety Villages throughout the country in various stages of development.
2. Determine the strategies and missions used in the concept.
3. Identify community partners and resources.

After a site visit to the Washington County Children's Safety Village, the students will:

4. Identify the successful strategies of the Children's Safety Village.
5. Discuss the problems encountered in the development and operation of the Safety Village.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Student Substitutions

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

Cancellations or No-Shows

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

Course Failure

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline

will receive a “0” grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- **Technology Limitations.** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note.** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ .

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don’t have to successfully complete the failed course before attending another NFA course.

http://www.usfa.fema.gov/training/nfa/admissions/student_policies_campus_information.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- withholding of stipend or forfeiture of stipend paid,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.

Grading Rubrics

INSTRUCTOR'S GRADING GUIDE WITH STUDENT ACTIVITY SCORING PLAN FOR PRESENTING EFFECTIVE PUBLIC EDUCATION PROGRAMS

Grading Structure Including Rubrics for Individual Course Components

Distribution of Course Points (100 points, cumulative)

Final Examination	50 points
Ten Minute Safety Presentation	20 points
Individual Project Milestones	30 points
<u>Note each of six milestones is worth 5 points</u>	<u> </u>
TOTAL	100 points

The course evaluation will consist of three items – the final exam, the ten minute safety presentation, and an individual project with milestones. Rubrics are created for the safety presentation and the milestone projects. Most of the milestone project involves analysis and evaluation of many of the leadership functions for a local fire/life safety educator whose responsibility is to connect with the community on a local risk issue. All evaluation will be completed individually.

Instructions for Rubric scoring for the Milestone Project and Safety Presentation

1. All students must receive a fair score reflecting their efforts to complete the individual milestone project and the safety presentation; the compilation of all six milestone activities equals 30 points and the total number of points for the safety presentation is 20 points.
2. Prior to each milestone and the safety presentation, duplicate the Individual Activity Score sheets, according one per student. (Instructors will use the grading structure on each sheet to determine the students score for that specific activity.)
3. When introducing the milestone or safety presentation, provide one copy of each individual Activity Score sheet to each student. Explain this sheet contains the range of scoring requirements for successful completion of the identified activity. Instructors should reinforce the activity scoring requirements and obtain visible acknowledgement of understanding from the students.
4. Upon completion of the milestone activity, each student will print his or her name and current date in the top part of the form; then submit the scoring sheet and accompanying work to the instructor for scoring the student's performance in the specified activity.
5. Once a point selection is determined for the student score, the instructor will record that point on the student's sheet, on the Class Grade Sheet, and return the student's individual activity sheet to the student.

6. Regarding the safety presentation, one instructor will grade the safety presentation using the evaluation form provided. The instructor will return the completed score sheet to the student and mark the student's score on the class grade sheet.
7. At the completion of the course, the instructor will tally each student's individual scores on the class grade sheet, record, sign, and date, then deliver the completed Class Grade Sheet to the Curriculum Manager/Training Specialist responsible for that course delivery. The instructors will sign and date the Course Grade sheet to attest accuracy of the scores.

(This grading guide is maintained in the instructor notes of the Instructor Guide; no other changes to the course materials as of this date.)

CLASS GRADE SHEET

Presenting Effective Public Education Programs – Class Grade Sheet (highest number points available in bottom left corner of each activity)		Final Examination Score	Final Course Score
Student:	Individual Student Community Project (100 points, cumulative)		
	Milestone 1 Mission Statements 5 points	Milestone 2 Prioritizing Educational Efforts 5 points	Milestone 3 Presentation Analysis Worksheet 5 points
	Milestone 4 Your Collaborative Plan 5 points	Milestone 5 Developing an Evaluation Plan 5 points	Milestone 6 Selecting the Appropriate Presentation 5 points
	Milestone 7 Safety Presentation (Milestone 7) 20 points		

Instructor: _____ Date: _____ Instructor: _____

Student Name: _____
 Date: _____
 Score: _____

**MILESTONE ACTIVITY 1 – MISSION STATEMENTS
 (5 POINTS)**

You are about to embark on a project that will lead to a safety presentation. To prepare for this safety presentation, you will complete several milestone activities. Milestone 1 is to get you thinking about your organizational mission statement and why you should conduct public education in your organization. Many times public educators are not certain that public education and prevention are available and an identified part of the mission.

In this milestone, you get to write out three reasons for justifying the purpose of your public education program. Take a look at those six questions in the milestone activity and prepare your reflections in an essay type format. You are always better not to use the space provided on the activity sheet so the space will be confining.

Before you write, take a look at the criteria used to assign points for this activity and base your response accordingly.

Categories	5 points	4 points	3 points	2 points	1-0 points
Part 1 Justification for public education	Well justified, excellent examples	Good, reasonable	Not the best reasons	Generally, missed main ideas	Not submitted or poor work
Part 2 Analysis	Thorough, can't be argued	Good, could be tightened	Okay, not strong	Weak, not conclusive	Poor work
Articulation	Well written, excellent choice of words	Good writing	Improvement needed	Total rewrite needed	Sloppy and totally inarticulate

Student Name: _____
 Date: _____
 Score: _____

**MILESTONE ACTIVITY 2 – PRIORITIZING EDUCATIONAL EFFORTS
 (5 POINTS)**

You are now on Milestone Activity 2, and the purpose of this milestone is to present your skills in prioritizing fire and injury problems. In this milestone, you will be required to make decisions on your local problems, to understand your local priorities, and to use your critical thinking skills in weighing these issues.

In this milestone, you will consider the impact of the problem on the community, the frequency of the problem, will the problem get worse without an educational program, and are there other educational programs in the community targeting the problem.

The categories that you are being evaluated on are decisionmaking for the local problem, understanding local program priorities, and your final analysis about these programs. We suggest that you write this up in an essay format and not be constricted by the format in the activity in your Student Manual (SM).

Categories	5 points	4 points	3 points	2 points	1-0 points
Decisionmaking for local problems	Excellent judgment, and decisionmaking	Good, may be missing links, information	Okay, but flaws noted	Weak	Not submitted or poor quality
Understands local priorities	Very well, no questions	Yes, but it did not all come together	Okay, justification weak	Generally lacking	Not submitted or poor quality
Analysis/Critical thinking	Outstanding, no faults	Good, could be tightened	Quality not apparent	Not well written, supported	Not submitted or poor quality

Student Name: _____
 Date: _____
 Score: _____

**MILESTONE ACTIVITY 3 – PRESENTATION ANALYSIS WORKSHEET
 (5 POINTS)**

In Milestone Activity 3, you will thoroughly analyze a high-priority problem and the target audience you identified in Milestone Activity 2. You should select one of the high-priority problems from those listed in Milestone Activity 2. This problem will be the topic for your presentation later in the course.

The Presentation Analysis worksheet is a two-part activity: problem and target audience analysis. Answer the three statements in the problem analysis part and complete the presentation worksheet for your target audience. Take a look at the categories of grading and the assigned criteria for each of the point values for this milestone. You may write this activity in essay form or use the activity sheets found in your Student Manual (SM).

Categories	5 points	4 points	3 points	2 points	1-0 points
Description of local problem	Outstanding, very detailed	Good, may lack some information	Lacks details but ok	Skimpy lacks basics	Not submitted or unacceptable
Identification of target audience	Excellent, correct target audience	Good, some secondary factors not included	Some questions do not connect	Unclear, not necessarily correct	Not submitted or unacceptable
Prevention of the problem through presentation	Justification for this to happen	Will have some impact	May have some	Little potential to solve problem through presentation	Not submitted or unacceptable

Student Name: _____
 Date: _____
 Score: _____

**MILESTONE ACTIVITY 4 – YOUR COLLABORATIVE PLAN
 (5 POINTS)**

Milestone Activity 4 deals with whom you would collaborate with to conduct your educational activity. It is focused on the problem and the target audience, and how you would initiate and carry out a collaborative plan for your local problem. Take a look at Milestone Activity 4 questions and provide an essay response to them. Do not feel limited by using your Student Manual (SM). Before you start writing, look at the main categories of criteria and how the points will be assigned.

Categories	5 points	4 points	3 points	2 points	1-0 points
Identification of collaborative organization	Solid organizations that can solve problem	Generally good, may have left one out	May not be the most important	Like to be off target	Not submitted or poor work
Barriers to collaboration	Very realistic	Okay	Appears artificial	Unrealistic	Not submitted or poor work
Solutions to barriers in collaboration	Very acceptable solutions	Overall good, may be a stretch	Somewhat unobtainable or unrealistic	Very questionable	Not submitted or poor work

Student Name: _____
 Date: _____
 Score: _____

**MILESTONE ACTIVITY 5 – DEVELOPING AN EVALUATION PLAN
 (5 POINTS)**

Welcome to Milestone Activity 5. The goal of this milestone is to develop an evaluation plan for your presentation. Remember the lesson outline has not yet been developed. You will base your plan on the instructional methods you anticipate using based on the information presented in Unit 4.

For example, if you plan to develop a presentation to teach children how to Stop, Drop and Roll, you should have an evaluation plan that uses a skills test. It is critical that the evaluation plan be completed adequately. Take a look at the evaluation plan questions, the worksheet, and the categories for evaluating this activity. You may use the evaluation worksheet, but the three questions should be answered in essay form on different paper.

Categories	5 points	4 points	3-2 points	1-0 points
Appropriateness of evaluation element	Very appropriate	Ok, better articulation needed	Questionable	Not submitted or poor quality
Methods to evaluate	All correctly identified for each level	Appropriate but may have some question	Mixing up evaluation concept	Not submitted or poor quality
Resources to provide assistance	Identified and appropriate	Identified, one source questionable	Identified, not realistic	Not submitted or poor quality

Student Name: _____
 Date: _____
 Score: _____

**MILESTONE ACTIVITY 6 – SELECTING THE APPROPRIATE PRESENTATION
 (5 POINTS)**

Your final Milestone Activity 6 prior to your safety presentation is selecting the appropriate presentation. You will select the safety behavior that needs to be taught, and the appropriate presentation that will best address your project. Using the learning matrix, select a presentation that addresses your safety behavior. Then relate this to the characteristics of the developmental stage of your target audience. Before you make any selection, take a look at the categories for performance evaluation and the specific points assigned to a corresponding level of work.

Categories	5-4 points	3-2 points	1-0 points
Selection of particular safety behaviors to be taught	Specific, attainable, realistic	Less specific, attainable, realistic	Not submitted or poor quality
Selection of presentation relating to developmental stage of target audience	Presentation and developmental stage of target audience correlate	Does not correlate as well	Not submitted or poor quality

Instructor Biography